

# **ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE**

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## FOREWORD

For a number of years there has been a growing interest in the specialized field of teaching English as a second language in the United States and abroad. Many colleges and universities in this country have offered special courses for foreign students. Several institutions have offered programs for the preparation of teachers in this field for assignments at home or in other countries where exchange teachers of English are in demand or in connection with English teaching in the binational cultural institutes in those countries. Because of the new emphasis in studying English abroad since 1945 and because many teachers and supervisors of English instruction have come to this country for further training, there has been a real demand for information and materials on the teaching of English as a foreign language.

With these needs in mind, the Office of Education wished to be of service to the colleges and universities, binational cultural centers, specialists in linguistics, and foreign and United States teachers of English as a second language by publishing a bibliography of materials in this field. Dr. Robert Lado, Associate Director of the English Language Institute, University of Michigan, who was on the Office staff for some months, was asked to prepare this Annotated Bibliography for Teachers of English As A Foreign Language.

The Office of Education hopes that the Bibliography will be not only a useful contribution in this specialized area of teaching but also a means of fostering international understanding through the language medium.

Oliver J. Caldwell  
Assistant Commissioner  
for International Education



## TABLE OF CONTENTS

### INTRODUCTION

Origin of the Bibliography.....	v
Uses of the Bibliography.....	v
Coverage of the Bibliography.....	vi

### I. MATERIALS FOR THE TEACHER

#### A. ENGLISH LANGUAGE

Grammatical Structure.....	1
Pronunciation and Intonation.....	4
Vocabulary and Word Lists.....	7
Usage and Dialects.....	12
History of the English Language.....	13
Journals.....	14
Bibliographies.....	14

#### B. TEACHING ENGLISH AS A FOREIGN LANGUAGE

Books and Pamphlets.....	16
Articles.....	28
Journals.....	68
Bibliographies.....	68

#### C. TESTS AND TESTING

Books.....	72
Articles.....	73
Tests.....	77

#### D. DICTIONARIES.....

81

#### E. FOREIGN LANGUAGE TEACHING IN GENERAL

Books and Pamphlets.....	86
Journals.....	93
Bibliographies.....	94

#### F. LANGUAGE AND LINGUISTICS

Books and Pamphlets.....	96
Journals.....	99
Bibliographies.....	100

#### G. ACADEMIC AND CULTURAL ORIENTATION

Books and Pamphlets.....	102
Journals.....	108
Bibliographies.....	109

## II. MATERIALS FOR THE STUDENT

### A. FOR SPECIFIC NATIVE LANGUAGE BACKGROUND

Afrikaans-Speaking Students.....	110
American-Indian Students.....	110
Arabic-Speaking Students.....	111
Chinese Students.....	113
Danish Students.....	114
Dutch Students.....	117
Ethiopian Students.....	119
Finnish Students.....	120
French-Speaking Students.....	121
German-Speaking Students.....	123
Greek Students.....	128
Hungarian Students.....	129
Indic Students.....	129
Indonesian Students.....	129
Italian Students.....	131
Japanese Students.....	133
Jewish Students.....	136
Korean Students.....	136
Latvian Students.....	137
Malayan Students.....	137
Mauritius Students.....	138
Norwegian Students.....	139
Philippine Students.....	145
Polish Students.....	145
Portuguese-Speaking Students.....	145
Spanish-Speaking Students.....	153
Swedish Students.....	181
Thai Students.....	183
Turkish Students.....	184
Ukrainian Students.....	185
Yugoslav Students.....	185

### B. FOREIGN STUDENTS

Language.....	186
Readers.....	204

SUPPLEMENT.....	210
-----------------	-----

INDEX.....	214
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## INTRODUCTION

### Origin of the Bibliography

For many years the U. S. Office of Education has interested itself in providing bibliographical aids for teachers of English as a foreign language. The earliest bibliography listed in this volume was compiled and published by that Office, and of ten bibliographies which have appeared since then, one-half are also publications of the Office of Education. In keeping with that continued interest in this service to teachers Dr. Thomas E. Cotner of the Division of International Education of the Office asked me to compile the present bibliography as a sequel to their previous one, A Bibliography of Materials for Teachers of English to Foreigners published in 1946.

The work got under way in 1951 while I was at the Office of Education on leave from the University of Michigan. Begun as a small project it soon grew into a full-length bibliography which could not be completed during the six months of my assignment in Washington. The work of locating and annotating the materials continued for two additional years and is now released in the present form as an aid to teachers of English and to all those interested in English as a foreign language.

### Uses of the Bibliography

Teachers of English will find a variety of uses for the materials gathered here. A total reading of the book will give the most complete survey of the literature available anywhere. To have all these data collected in one volume is particularly helpful in a field in which publications appear in a great variety of places and which touches on a large number of other fields with full literatures of their own.

As a guide for the training of teachers and for in-service reading by experienced teachers it is both selective and comprehensive enough for solid preparation without yielding to a common desire for quick "patent-medicine" solutions on the one hand nor to the exhaustive life-time reading of anything and everything on the other.

As a reference list for the selection of materials to be used in specific teaching situations it provides a wide range of titles usually with enough descriptive notation for the reader to make a tentative selection from which a final one can be made by direct examination of the materials themselves. The suggestion made

by some that a very brief list of highly selected, easily available materials would be of most use to teachers had to be rejected because of the great variety of teaching situations and needs. What might be of most use in one situation turns out to be thoroughly impractical or completely useless in another. And what may be easily available in one place turns out to be quite inaccessible or out of price range in another.

### Coverage of the Bibliography

This bibliography is intended to cover the period from 1946 to the end of 1953 and some of the more important titles which appeared during 1954 while the material was being edited. Selected books published before 1946 were presented in a previous annotated list of the U. S. Office of Education, A Bibliography of Materials for the Teaching of English to Foreigners. In some cases, when titles seemed particularly significant or widely known, they were included in the present list regardless of the date of publication. This was especially true of the first part, "Materials for the Teacher," in which original contributions are slower to appear and may have significance for a longer period of time.

That first part, "Materials for the Teacher," is definitely selective in its coverage. A few titles were chosen for each section from among those more generally accepted as outstanding and which seemed most helpful for the teacher. The second part, "Materials for the Student," is more inclusive than selective of the materials that I was able to examine first hand. Within the first part, the section on teaching English as a foreign language is more comprehensive than the others on the assumption that teachers would want to know in greater detail what was being written in this area. In no case may inclusion of a title in this bibliography be understood as an endorsement, nor exclusion as a criticism. The annotations are not intended as judgments but as brief descriptions to enable the reader to make his own selection in accordance with his needs.

To help the teacher who wishes to do a professionally good job of teaching English as a foreign language was a primary objective of this work and an important stimulus through the long hours devoted to its compilation. Any help it provides to those teachers will be sufficient reward to the compiler, who in addition hopes



that even a casual examination of the contents will show any observer that English as a foreign language is a major field of study not to be undertaken lightly.

October, 1954

Robert Lado

vii

I  
MATERIALS FOR THE TEACHER

A  
ENGLISH LANGUAGE  
Grammatical Structure

[1]

FRIES, CHARLES C. American English Grammar. The Grammatical Structure of Present-day American English with Especial Reference to Social Differences or Class Dialects. (The Report of an Investigation Financed by the National Council of Teachers of English and Supported by the Modern Language Association and the Linguistic Society of America). New York: D. Appleton-Century Company, Inc., 1940. National Council of Teachers of English, English Monograph No. 10. 313 p.

A descriptive study of present-day American English based on actual usage as recorded in correspondence. Presents an outline of the three grammatical devices represented by the forms of words, function words, and word order. Supplies quantitative information on the frequency of occurrence of the grammatical phenomena recorded. Deals systematically with differences of usage between Standard English and Vulgar English.

[2]

FRIES, CHARLES C. The Structure of English. An Introduction to the Construction of English Sentences. New York: Harcourt, Brace and Company, 1952. ix, 304 p.

Based on the linguistic analysis of recorded conversations totaling more than 250,000 words. Systematically describes the devices that signal structural meanings in English. Makes a fresh contribution toward an understanding of the structural patterns of sentences, parts of speech and function words, subjects, objects and modifiers, sequence sentences and included sentences, and layers of structure in English. Contributes also a workable definition of a sentence, a classification of English sentences, and some practical applications. Represents a new approach to grammar.



## [3]

JESPERSEN, OTTO. Essentials of English Grammar. New York: Henry Holt and Company, 1933, 1939. 387 p.

The Danish scholar Otto Jespersen contributed greatly to a salutary change from prescriptive grammar to a more scientific descriptive one. This book is an outstanding product of that change. Jespersen simply attempts to state the facts of English as observed by him in examples of usage. Every point is stated briefly and simply and illustrated with a number of examples. Present linguistic studies attempt to go beyond the work of Jespersen by describing the grammar of English as a structured system of signals which are significant when they operate in that system. See C. C. Fries [2] above.

## [4]

JESPERSEN, OTTO. A Modern English Grammar on Historical Principles. Heidelberg, Germany: Carl Winter's Universitätsbuchhandlung. Part I (Third Edition) 1922. xi, 485 p. Part II (Second Edition) 1922. xxviii, 486 p. Part III, 1927. ix, 415 p. Part IV, 1931. xxxi, 400 p.

This is a comprehensive study of English Grammar based on tens of thousands of examples collected from English literature. When it appeared it represented a great advance toward descriptive grammar. Jespersen says in the preface to the first volume, "It has been my endeavor in this work to represent English Grammar not as a set of stiff dogmatic precepts, according to which some things are correct and others absolutely wrong, but as something living and developing ..." Part I deals with sounds and spellings, historical changes, and an analysis of the sounds of modern English. Jespersen's technique and analysis are close to present ones as far as they go. Parts II to IV deals with what he calls syntax. Part II: number, substantives, adjuncts, functions of pronouns; Part III: clauses, nexus, objects, predicatedives; Part IV: time and tense. This work can still be read and consulted profitably for the examples and the stimulus of Jespersen's insights. His Essentials of English Grammar largely summarizes this comprehensive work.



[5]

KRUISINGA, E., and ERADES, P. A. An English Grammar. Volume I, Accidence and Syntax. Seventh Edition. Groningen, Netherlands: P. Noordhoff N. V. First Part 1947. 1-277 p. Second Part 1950. 279-606 p.

A descriptive grammar based on contemporary literary English usage. This revision of Kruisinga's Sixth Edition has been prepared by one of his students, P. A. Erades, who used as much as possible the notes and quotations left by Kruisinga. The material is presented in the form of descriptions followed by examples quoted from a variety of written literary works. Occasionally one finds a brief reference to Dutch in the text or in the footnotes. Order of presentation: simple sentence, compound sentence, syntactic word-group, inflection of verbs, inflection of nouns, pronouns, article, and finite verbs with plain stem. The emphasis in this work is still on usage; that is, on the collection of examples showing that various grammatical constructions can be and are used. The newer structural approach goes beyond this by attempting to determine what features in what is used are the significant elements in communication.

[6]

LONG, RALPH B. A Grammar of American English. Second Edition. Austin, Texas: University Cooperative Bookstore, 1954. vi, 311 p.; 196 p.

"This grammar is an attempt to outline various basic patterns of Standard American English. ... The principal interest here is in those aspects of the language which appear both when it is spoken and when it is written. ... Terminology has inevitably been made a matter of great concern. As much as has been possible, the old established terminology has been kept ... simply because it is established." (From the Preface). The first four chapters describe the segmental sounds of a standard variety of American English and the various spellings which represent those sounds. The next ten chapters deal with clauses and sentences. At the close of each of these chapters are diagrammed a number of examples. A section of fourteen chapters is devoted to verbs and nouns. Long's approach is transitional between descriptive and structural.



## Pronunciation and Intonation

[7]

JONES, DANIEL. An English Pronouncing Dictionary, Containing 56,280 Words in International Phonetic Transcription. 7th edition (revised, with supplement). New York: E. P. Dutton and Company, Inc., 1946. xxviii, 490 p., diagrams.

The pronunciation represented is that of educated people in the South of England, often called "Received Pronunciation". For a dictionary of American pronunciation see Kenyon and Knott [11] below. In these pronouncing dictionaries the words are arranged alphabetically in ordinary spelling followed by the pronunciation in phonetic symbols; they are reference books for pronunciation only, not dictionaries in the usual sense. The pronunciation of proper names is included.

[8]

JONES, DANIEL. An Outline of English Phonetics. 7th edition. Cambridge, England: W. Heffer and Sons Ltd., 1950. x, 328 p., illustrated.

The body of this edition is a reprint of previous ones going back to the third edition. A five-page appendix on American pronunciation has been added as also some recent references. Uses the phonetic alphabet of the International Phonetic Association. Describes English vowels with reference to a system of "cardinal vowels". Uses the Armstrong and Ward system of dots and short curves to represent English intonation. The pronunciation described is "Received Pronunciation" from the South of England.

[9]

JONES, DANIEL. The Pronunciation of English. Third Edition Entirely Revised, Enlarged and Reset. Cambridge, England: Cambridge University Press, 1950. xix, 206 p., illustrated.

This is a description of Southern British "received" pronunciation with comments on other varieties of English. I. P. A. symbols are used as the bases for the transcriptions. Although Jones has made some changes toward a phonemic symbolization, the book remains largely a phonetic description presented from

the point of view of the English learner. Jones states in the Preface his views regarding correctness: he no longer recommends any particular forms or condemns others, but attempts to record existing pronunciations. Part 1 --Phonetic Theory-- discusses the organs of speech, classification of sounds, English speech sounds in detail, syllables, stress, intonation, etc. The intonation is symbolized by means of dots and short curves. Part 2 --Phonemic Texts-- gives 18 texts in phonetic transcription with one sample of American pronunciation and one each of several other varieties of English.

[10]

**KENYON, JOHN S.** American Pronunciation. Ninth Edition. Ann Arbor, Michigan: George Wahr, Publisher, 1946. ix, 248 p.

A textbook of American pronunciation for native speakers of English. Uses the alphabet of the International Phonetic Association. Describes chiefly the cultivated pronunciation of the author's own locality, the Western Reserve of Ohio, which is thought to be representative of the North. Does not attempt to set up any one standard of correctness based on the usage of any part of the United States but takes a more scientific descriptive attitude.

[11]

**KENYON, JOHN S., and KNOTT, THOMAS A.** A Pronouncing Dictionary of American English. Springfield, Massachusetts: G. and C. Merriam Company, 1944. iii, 484 p.

Gives standard colloquial pronunciation of American English in the I. P. A. alphabet. Records variant pronunciations when there are differences among educated speakers. Regional differences also given. A handy reference book for the teacher of English as a foreign language.

[12]

**KINGDOM, ROGER.** The Teaching of English Intonation. London: The British Council. 27 p.

A reprint of four articles that appeared in English Language Teaching in 1948. Attempts to analyse Received British English intonation and stress.



## [13]

PIKE, KENNETH L. The Intonation of American English. University of Michigan Publications in Linguistics, Volume 1. Ann Arbor, Michigan: University of Michigan Press, 1945. ix, 200 p. One eight-inch record with illustrative materials now accompanies this book. Record also available separately.

A significant study of American English intonation which changed previous views as to how to describe intonation. Pike succeeded in analyzing American English intonation into four significant pitch levels. The findings and description presented in this volume are used in simplified form in the materials of the English Language Institute of the University of Michigan. Contains important information for teachers of English as a foreign language. Ten-page bibliography appended.

## [14]

THOMAS, CHARLES K. An Introduction to the Phonetics of American English. New York: The Ronald Press Co., 1947. ix, 181 p.

Intended for teaching phonetics of American English to English-speaking college students. Gives physiological description of sounds and material for the study of regional distribution. Has chapters on stress and quantity. Readable style. Useful to teachers of English as a foreign language. Does not treat intonation.

## [15]

TRAGER, GEORGE L., and SMITH, HENRY LEE, Jr. An Outline of English Structure. Norman, Oklahoma: Battenburg Press, 1951. Obtainable from Edith Crowell Trager, 4516 Van Ness St., Washington 16, D. C. 92 p.

Significant phonemic analysis of English segments, stress, and intonation. Attempts to encompass all dialects. Brief outline of proposed analysis of English morphology and syntax. Written for professional linguists. Difficult for the general reader.

## [16]

WARD, IDA C. The Phonetics of English. Fourth Edition, Reprinted 1952. Cambridge, England: W. Heffer and Sons, Ltd. xv, 255 p., illustrated.



Describes chiefly Standard English from the South of England. Uses the phonetic alphabet of the International Phonetic Association. Describes English vowels with reference to "cardinal vowels" and articulation. Discusses phonemes in simple terms. Describes English consonants, stress, and intonation. The intonation is represented by means of dots, dashes, and short curves above the phonetic transcription. Discusses some of the differences between "British English" and "American English". Has sample transcriptions.

#### Vocabulary and Word Lists

[17]

COLE, LUELLA. The Teacher's Handbook of Technical Vocabulary. Bloomington, Illinois: Public School Publishing Company, 1940. 144 p.

Five short initial chapters present a summary of previous studies, some findings as to development of technical "concepts" among school children, and relation of technical to general reading vocabulary. Lists of "essential" words in thirteen school subjects take up sixty-two pages and are followed by a 114-item bibliography and an alphabetical index of all the words listed. The appendix consists of two objective vocabulary tests. The subjects listed and the number of words for each are as follows: arithmetic 244, algebra 116, plane geometry 142, English composition 136, foreign language 96, American literature 307, geography 352, American history 431, hygiene 318, general science 261, chemistry 520, physics 530, biology 693. Within each subject the words have been grouped in smaller "logical" areas and in every case a frequency rating is given for each word. The frequency rating is taken from E. L. Thorndike, A Teachers Word Book of Twenty Thousand Words (New York: Teachers College, Columbia University, 1931). When the technical meaning of a word does not coincide with its every day meanings in the case of very frequent words, the Thorndike rating is enclosed in parentheses. Some of the vocabularies seem slightly outdated now. The book is designed to help United States teachers of primary and secondary schools, but it may be of some value to teachers of English as a foreign language.



## [18]

DALE, EDGAR, Compiled under the Direction of. Bibliography of Vocabulary Studies. Columbus, Ohio: Bureau of Educational Research, The Ohio State University, 1949. v, 101 p.

A comprehensive list containing 1855 titles which include "all published vocabulary studies through 1947, and a great many unpublished theses and dissertations as well." (Introduction). The titles are arranged in twenty-five categories and sixteen sub-categories with cross references for some titles. Foreign language studies are included. English as a foreign language is not listed separately. Not annotated. Important for research.

## [19]

EATON, HELEN S. Semantic Frequency List for English, French, German and Spanish. A Correlation of the First Six Thousand Words in Four Single-Language Frequency Lists. Issued by the Committee on Modern Languages of the American Council on Education. Chicago, Illinois: The University of Chicago Press, 1940. xxi, 441 p.

A list of 6,472 most frequent "concepts" as determined by word frequency in the four languages used. Presents the concepts in groups of one thousand in descending frequency. Each concept is represented by a word or words in the four languages. The relative frequency of occurrence of each word as supplied by the frequency list for that language is given. Alphabetical indexes for the four languages also provided. The source lists were the Thorndike Teacher's Word Book of 20,000 Words for English, the Vander Beke French Word Book for French, the Häufigkeitswörterbuch der deutschen Sprache by Kaeding for German, and the Graded Spanish Word Book by Buchanan for Spanish. Useful for the selection of limited vocabularies.

## [20]

FRIES, CHARLES C., and TRAVER, A. AILEEN. English Word Lists. A Study of Their Adaptability for Instruction. Prepared for the Committee on Modern Languages of the American Council on Education. Washington, D. C.: American Council on Education, 1940. Ann Arbor, Michigan: The George Wahr Publishing Co., Reprinted 1950. ix, 109 p.



A study of the problems in the preparation and use of English word lists. Describes and evaluates critically the outstanding English word lists. Summarizes the experience that preceded the lists evaluated. Of the many lists and studies mentioned, seven are subjected to special analysis and comparison. They are Basic English by Ogden, Definition Vocabulary by West, I. R. E. T Standard English Vocabulary (1,000 word radius) by Palmer and Hornby, The Teacher's Word Book by Thorndike, Interim Report on Vocabulary Selection by a committee composed of Faucett, Palmer, Thorndike, and West, 1534 Words with Values 1 to 34 by Faucett and Maki, and Little English by Aiken. Excellent twelve-page bibliography. Reviewed in An Analytical Bibliography of Modern Language Teaching Vol. III: 1937-1942 (American Council on Education, 1949), 491-494 p. Comment from the Review: "The importance of this work cannot be measured by its brevity. It sets up a milestone on the road toward simplifying and rationalizing the teaching of English as a foreign language."

[21]

Interim Report on Vocabulary Selection for the Teaching of English as a Foreign Language. London: P. S. King and Son, Ltd., Orchard House, 1936. viii, 506 p. (Out of print.) Compiled by a committee consisting of L. Faucett, H. E. Palmer, E. L. Thorndike, and M. P. West. Supported by a grant from the Carnegie Corporation of New York.

Brief introductory statement on vocabulary selection stimulated by the teaching of English as a foreign language at the time. Summary of views of the committee on the purposes of vocabulary selection, criteria of word value, and the arrangement of the list. Classification of the words into structural words and various groups of content words. The General Service List of approximately 2,026 words, and sentences illustrating the inventory of meanings included. A significant attempt to provide a limited vocabulary list for teaching, textbook writing, and preparation of tests. All the committee members have made major contributions to vocabulary selection independently.

[22]

LORGE, IRVING. The Semantic Count of the 570 Commonest English Words. Distributed by the Bureau of Publications,



Teachers College, Columbia University, New York, 1949.  
xiii, 187 p.

Relative frequency of the different meaning of the most common words. Gives frequency rating for each meaning of the word as defined in the Oxford English Dictionary, Vols. I-XII and Supplement (corrected re-issue), Oxford University Press, 1933. Does not quote the definitions themselves; refers to them by code, and requires reference to the Dictionary for use. It supplements A Semantic Count of English Words by Irving Lorge and Edward L. Thorndike, New York: The Institute of Educational Research, Teachers College, Columbia University, 1938. Based on large samples of written English. See Also Irving Lorge, "The English Semantic Count," Teachers College Record, 39 (Oct., 1937): 66-77.

[23]

NUNN, MARSHALL E., and VAN SCROY, HERBERT A. Glossary of Related Spanish-English Words. University, Alabama: University of Alabama Studies, Number 5, July, 1949. 68 p.

A list of some four thousand items similar in Spanish and English. Intended for teachers of Spanish but useful to teachers of English to Spanish-speaking students. The introduction contains sections on spelling differences, word building by means of affixes, contribution made by other languages to Spanish and English, and false "cognates". Reviewed in Language Learning 2, no. 4 (1949): 130-132, by Edward M. Anthony: "For the teacher (not the student) who is willing to classify, choose useful correspondences, and construct examples and exercises, the book will be extremely valuable."

[24]

RINSLAND, HENRY D. A Basic Vocabulary of Elementary School Children. New York: The MacMillan Company, 1945. 636 p.

14,571 words occurring three or more times in any one grade. Based on 100,212 compositions written by as many children in grades I-VIII in the United States. A part of the sample for grade I is made up of transcribed conversations. Gives number of occurrences by grade and total; also frequency group in each grade. Twenty-three-page introduction. Two-page bibliography.

supplementing the 263-title bibliography in Vocabulary Problems in the Elementary School by J. Conrad Seegers, Chairman, Seventh Annual Research Bulletin, The National Conference on Research in English (Scott, Foresman and Company, 1939).

[25]

SEASHORE, ROBERT H. "How Many Words do Children Know?" The Packet; Heath's Service Bulletin for Elementary Teachers, 2, no. 2 (1947): 3-17. Boston, Massachusetts: D. C. Heath and Company.

Reports much larger vocabularies than previously estimated. From 16,900 basic words for Grade 1 to 46,500 for Grade 12, and from 24,000 to 80,000 basic and derived words for the same grades.

[26]

THORNDIKE, EDWARD L., and LORGE, IRVING. The Teacher's Word Book of 30,000 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1944. 274 p.

An expansion of the Thorndike Teacher's Word Book, published in 1921, and of the Teacher's Word Book of 30,000 Words, published in 1931. For the first 19,440 words it lists the overall frequency and the frequency rating in the Lorge magazine count, the Thorndike count of 120 juvenile books, the Lorge-Thorndike semantic count and the Thorndike count of 1931. Based on standard English reading matter.

[27]

WEST, MICHAEL. A General Service List of English Words, with Semantic Frequencies and a Supplementary Word-List for the Writing of Popular Science and Technology. London; New York; Toronto: Longmans, Green and Co., 1953. xiii, 688 p.

This is a revised edition of the Interim Report on Vocabulary Selection of 1936. The General Service List contains approximately 1,000 entries listed alphabetically and with sample sentences illustrating their most frequent meanings. The data on frequency of meanings was provided by A Semantic Count of English Words by Irving Lorge and Edward L. Thorndike and



The Semantic Count of the 570 Commonest Words by Irving Lorge. A useful word list for the teaching of English as a foreign language. Because it is based on written and printed material it tends to under value those items used more in speech than in writing.

#### Usage and Dialects

[28] \*

ATWOOD, E. BAGBY. A Survey of Verb Forms in the Eastern United States. Studies in American English, 2. Ann Arbor, Michigan: University of Michigan Press, 1953. viii, 53 p. and 31 full-page maps.

Describes variant verb inflections as collected in the materials of the Linguistic Atlas of the United States and Canada (Eastern States). Concludes that verb usage is sharply divided along social lines, with nonstandard forms divided regionally into the North, the Midland, the South, and their subdivisions. This is a very precise study of a relatively few common verbs (approximately 56) and constructions involving number and concord, negative forms, etc. Based on the usage of something over 1,400 informants. The maps show the distribution of each form.

[29]

HORWILL, H. W. A Dictionary of Modern American Usage. Oxford, England: Clarendon Press, 1935. ix, 360 p.

Describes vocabulary differences in English and American usage. Arranged in dictionary form.

[30]

KURATH, HANS. A Word Geography of the Eastern United States. Studies in American English, Number 1. Ann Arbor, Michigan: University of Michigan Press, 1949. xi, 88 p., with 164 full-page maps.

A scientific study of the geographic distribution of regional and local vocabulary. Based on the materials of the Linguistic Atlas for the Eastern States. Establishes an extensive Midland speech area that lies between the traditionally recognized "Northern" and "Southern" areas. Reviewed in Language, 27,

no. 3 (1951): 423-429, by James B. McMillan who states, "It is a work of major importance in the study of American English, ... Kurath's Word Geography of the Eastern United States is a model of methodology".

[31]

LEONARD, STERLING A. Current English Usage. English Monographs, Number 1. Published by the Inland Press, Chicago, Illinois, for the National Council of Teachers of English, 1932. xxii, 232 p.

Surveys the opinion of 144 selected judges on specific items of current usage in punctuation, and surveys the opinion of 229 selected judges regarding specific items of current usage in grammar. A very significant study showing that many items condemned in textbooks and in English classes were actually good current usage in English.

[32]

MARCKWARDT, ALBERT H., and WALCOTT, FRED G. Facts About Current English Usage, Including a Discussion of Current Usage in Grammar from "Current English Usage" by S. A. Leonard. A Publication of the National Council of Teachers of English. New York and London: D. Appleton-Century Company, 1938. viii, 144 p.

This study extends the S. A. Leonard survey of opinion on "Current English Usage" by contributing a survey of recorded usage of the same 230 items treated by Leonard. The sources used in the present volume were the Oxford English Dictionary, Horwill's Modern American Usage, Webster's New International Dictionary, Jespersen's A Modern English Grammar, and others.

#### History of the English Language

[33]

BAUGH, A. C. A History of the English Language. New York and London: D. Appleton-Century Company. Reprinted 1952. xi, 509 p.

A textbook dealing in factual terms with the history of the language and the social, intellectual, and political forces that may



have influenced its development. Excellent chapter bibliographies that can be used for additional study.

[34]

MARCKWARDT, ALBERT H. Introduction to the English Language. New York: Oxford University Press, Copyright 1942, Seventh Printing 1951. xvii, 347 p.

The last half of the book is devoted to a historical survey of the English language in the three periods: Early Modern English, Middle English, and Old English in that order. A summary sketch of each period appears first in each chapter and is followed by inductive exercises on illustrative selections from the literature. Helpful as an introductory text.

#### Journals

[35]

American Speech. A Quarterly of Linguistic Usage. Columbia University Press, New York, N. Y.

Publishes leading articles on the English language in the United States. Includes comprehensive bibliographies.

#### Bibliographies

[36]

KENNEDY, ARTHUR G. A Concise Bibliography for Students of English; Systematically Arranged. 2nd ed., 1945. Stanford University, California; Stanford University Press. vii, 161 p.

A very helpful introductory reference list. Gives essential guides and treatises arranged chronologically under each subject heading. Has author index and subject index. Includes general bibliographical guides, philological guides and bibliographies, and specific references on English phonetics, phonology, syntax, vocabulary, and literature.

[37]

KENNEDY, ARTHUR G. A Bibliography of Writings on the English Language from the Beginning of Printing to the End of 1922. Cambridge and New Haven: Harvard University Press, Yale University Press, 1927. xvii, 517 p.

A thoroughly comprehensive work for major research studies. For the years following 1922 see the Annual Bibliography of English Language and Literature, edited for the Modern Humanities Research Association, Cambridge University Press, and the bibliographies in American Speech.

[38]

Modern Humanities Research Association. Annual Bibliography of English Language and Literature. Cambridge University Press, 1921 to date.



B

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Books and Pamphlets

[39]

African Languages and English in Education: A report of a meeting of experts on the use in education of African languages in relation to English, where English is the accepted second language, held at Jos, Nigeria, November 1952. (Unesco: Educational studies and documents, No. 2.) 91 p. Paris: Education Clearing House, 1953.

Gives a report of the meeting in outline form with brief statements under each heading. In addition to the report it contains three papers as follows: P. A. W. Cook, "The Place of African Languages and English both in and out of School." J. Berry, "Problems in the Use of African Languages and Dialects in Education." P. Gurrey, "The Teaching of English as a Second Language in African Territories, Where English is the Accepted Second Language." Reviewed favorably in Language, vol. 30, no. 1, (January - March, 1954): 190-193.

[40]

A Guide for Teachers of Spanish Speaking Children in the Primary Grades. Prepared Under the Direction of Dr. George I. Sanchez and Dr. Henry J. Otto. Bulletin; 1946, No. 464, State Department of Education, Texas. 173 p.

Good practical suggestions for teachers of young Spanish-speaking children in the Southwest of the United States. The topics covered include oral experience in preparation for reading, informal and formal reading experience, teaching techniques, suggested plans for the first two weeks of school, vocabulary units, suggestions for second and third grades, supplementary materials, songs, rhymes and language games. The practical experience of a number of primary grade teachers is collected in these pages. The lesson plans follow a direct method. Each topic is presented with examples in the form that it would be taught to the students.

[41]

BUMPASS, FAYE L. The Teaching of English as a Foreign Language; A Manual for Teachers. Ciudad Trujillo, Dominican Republic: Instituto Cultural Dominico-American, 1950. xiv, 90 p.

A small book containing teaching suggestions written for teachers without professional training. Does not consider the contribution of recent linguistic studies. Bibliography.

[42]

COCHRAN, ANNE. Modern Methods of Teaching English as a Foreign Language; A Guide to Modern Materials With Particular Reference to the Far East. New York: United Board for Christian Colleges in China, 1952. x, 168 p. Reprinted by Educational Services, Inc., Washington, D. C.

A Survey and discussion of methods and materials now in use including the oral linguistic approach. Comments on the translation method, the direct method, Basic English, and the linguistic approach. Discusses selected books that might be helpful especially to those interested in teaching English in the Far East. Up to date and valuable as introductory reading. Extensive bibliography.

[43]

COLEMAN, ALGERNON, with the cooperation of CLARA B. KING. English Teaching in the Southwest. Organization and Materials for Instructing Spanish-Speaking Children. Washington, D. C.: American Council on Education, 1940. Compiled for the Committee on Modern Languages of the American Council on Education.

Surveys the problems of teaching non-English speaking children (attendance, over-ageness, enrollment mortality, socioeconomic factors, linguistic needs, factors and experiments in oral, aural, reading attainment, etc.). Gives summaries and critical analyses of the State programs and other syllabi, and surveys the textbooks available at the time. Nineteen-page bibli-



ography. A scholarly book of value to everyone interested in bilingual children. Should be supplemented for developments which have occurred since its publication, especially in the teaching of English as a foreign language.

[44]

CORNELIUS, EDWIN T., Jr. Language Teaching, A Guide for Teachers of Foreign Languages. New York: Thomas Y. Crowell Company, 1953. vii, 168 p.

The material included in this volume was prepared for teachers of English as a foreign language. The book presents a linguistic approach following the intensive foreign language courses of the ASTP, and discusses the informant-drill technique, what textbook and teaching materials ought to be, teacher preparation, the work of linguists and the scope of the field of linguistics. One-page bibliography at the end. Also, three-page glossary of language terms. Each chapter begins with questions that have been asked by teachers. More specifically, the views advocated are that the teacher should expose the students to the language, that the textbooks should help the teacher in that task, and that the teachers should be prepared in the use of the foreign language, the student's native language system, experience, and teaching materials. The chapter on language and culture summarizes the point of view of social scientists toward cultural patterns. The field of linguistics is based on G. L. Trager's article of the same title. Specific chapter titles include techniques of linguistic scientists, application of linguistic studies, languages and writing systems, colloquial language versus classical language, comparison of several language systems, and the English language system including intonation and stress based on the analysis of English in Trager and Smith, Outline of English Structure [15].

[45]

CORNELIUS, EDWIN T., Jr. Teaching English, A Practical Guide for Greek Instructors. Athens, Greece: United States Information Service, 1953. ii, 62 p.



The content of this mimeographed booklet is divided into chapters dealing with objectives, techniques, problems, equipment, and portrait of the teacher. Teaching the English language as spoken by natives is given as the main objective. Imitation and repetition are presented as the most important techniques. The emphasis in pronunciation is for the achievement of a native accent. The phonemic analysis described is that of Smith and Trager in Outline of English Structure [15]. Grammar is treated as descriptive points to be illustrated with examples and generalized in statements. The book attempts to present the linguistic method used in the ASTP (Army Specialized Training Programs). Claims that "99 per cent of the problems of the Greek teacher arise out of the student's struggle with the presence of the written language in the classroom." (p.62). Advises the Greek teacher of English to forever struggle to imitate the pronunciation of native speakers, their gestures, etc., while native English teachers are excused from further language study.

[46]

DE GOURVILLE, H. D. Observaciones Sobre la Enseñanza de las Lenguas Vivas en los Colegios Nacionales. Buenos Aires: Editorial Crespillo, 1944. 39 p.

A booklet for teachers in Argentina, chiefly teachers of English. Uses a modified direct method. Draws a distinction between spoken and written forms of the language. Emphasizes the role of habit in language. Favors the use of I. P. A. transcription. Contrasts the "classical" method (grammar-translation) and the direct method. De Gourville's view of the direct method has evolved somewhat as illustrated by the 1952 edition of his textbook, The Modern Handbook of English, in which he includes a section on translation from Spanish to English.

[47]

EMMONS, MARGARET L. and others. Orientation and English Instruction for Students from Other Lands. Bulletin 1950, No. 8. Federal Security Agency, Office of Education. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. iv, 52 p., illus.

An information bulletin for teachers of English and orientation



to foreign students in the United States. Describes the courses, tests, and orientation of the Washington Orientation Center for Foreign Students and Trainees at Wilson Teachers College, Washington, D. C. This center has now been transferred to the American University, Washington, D. C., as the American Language Center. Lists other centers in the United States, summer, 1950. Gives texts, materials and lists of films.

[48]

FIFE, ROBERT HERNDON, and MANUEL, HERSCHEL T. The Teaching of English in Puerto Rico. Prepared for the American Council on Education. San Juan, Puerto Rico: Department of Education Press, 1951. xix, 410 p.

A comprehensive report based on a survey which included the development and wide use of the Inter-American Tests during the years 1943-1944. The report surveys in considerable detail the history of English teaching in Puerto Rico. It describes the Inter-American Tests and presents the data gathered in Puerto Rico and, from more limited use, in Mexico and the Continental United States.

[49]

FRENCH, F. G. Common Errors in English: Their Cause, Prevention and Cure. London: Geoffrey Cumberlege, Oxford University Press, 1949. 132 p.

Discusses the causes of errors and suggests that most errors are due to overextension of the "rules" of English where they do not apply. Favors the teaching of word order, structural words and inflections through practice. Presents what F. G. French considers the most important sentence patterns with suggestions on how to teach them.

[50]

FRENCH, F. G. The Teaching of English Abroad. Part I: Aims and Methods, iv, 122 p. Part II: The Junior Course, 174 p. Part III: The Three Senior Years, 188 p. London: Geoffrey Cumberlege, Oxford University Press, 1950.

Part I is of general import; Parts II and III are a teacher's guide to the Oxford English Courses for Africa and Malaya. Part I discusses what F. G. French considers characteristic structures of English and how to teach them.

[51]

FRIES, CHARLES C. Teaching and Learning English as a Foreign Language. Publications of the English Language Institute, University of Michigan, Number 1. Ann Arbor: University of Michigan Press, 1945. 153 p. Second Ed. to be publ. by Heath, 1955.

A very significant book in this field. Discusses recent advances in linguistic science accurately and in readable style in relation to the teaching of English as a foreign language. Gives insight into the linguistic problems involved in learning a foreign language. Advocates a linguistic analysis of English and comparison with a similar analysis of the native language as necessary research in the preparation of teaching materials. Constitutes the basis for the teaching materials prepared under Fries' direction at the English Language Institute of the University of Michigan. The chapters deal with learning a foreign language as an adult, understanding and producing the sounds in the stream of speech, making automatic the use of the grammatical patterns of the language, mastering vocabulary content, and matters of contextual orientation. Sample lessons in the appendix.

[52]

GATENBY, E. V. English as a Foreign Language. Advice to Non-English Teachers. London: Longmans, Green and Co., 1944. 64 p.

Practical advice to the non-English teacher. Gatenby has had experience in Japan and Turkey.

[53]

GAUNTLETT, J. O. Basic Principles of English Language Teaching. Tokyo: Sanshodo. 150 p.

Based on a series of lectures delivered at Nanzan University, Nagoya, in 1951. The lectures deal with aims of the English language course, survey of teaching methods, psychological problems, phonetics and tonetics, structural and idiomatic features in action,



and organizational problems. The emphasis is on teaching at the advanced level. Many Japanese educationists are strong supporters of the oral approach and show interest in the work of Professor Fries and associates at the University of Michigan.

[54]

LEAVITT, L. W. The Teaching of English to Foreign Students.  
London; New York; Toronto: Longmans, Green and Co.  
First published 1940. Reprinted 1946. ix, 118 p.

Gives practical advice to beginning teachers for direct method teaching. Includes suggestions for work on the four skills: reading, writing, speaking, and listening. Advocates practice, accuracy, and interest as fundamental. Discusses teaching in connection with the reading book, the grammar book, the written composition, and oral English. Does not include the contribution of linguistic analysis in the location and description of the language problems of the student. Advocates training in phonetics for the teacher.

[55]

A Manual of Aids and Devices for Teaching Bilingual Children in the El Paso Public Schools. Six volumes. El Paso Public schools, El Paso, Texas. 1946-1947. Reprinted 1951-1953.  
Level One (For Beginning Non-English-Speaking Children) vi, 95 p. Level Two (For Beginning Non-English-Speaking Children) v, 99 p. Grade Two, v, 144 p. Grade Three, v, 169 p. Grade Four, ix, 234 p. Grade Five, ix, 210 p.

Contains material with detailed practical suggestions for teaching Spanish-speaking children in the El Paso schools. Each volume discusses general problems and objectives and then gives in three column arrangement specific goals, suggested activities, and oral language outcomes. Also in each volume is an appendix with ideas on room setup, charts, songs and poems, and a sample unit. Bibliographies.

[56]

MORRIS, I. The Teaching of English as a Second Language.  
London: Macmillan and Co., 1945. viii, 136 p.

Deals with the teaching of English in the lower schools of India, Africa, and the Middle East. Presents views of various schools of opinion on principles and methods.



[57]

OGDEN, C. K. The System of Basic English. New York: Harcourt, Brace and Company, 1934. ix, 320 p.

This is a complete presentation of the system of Basic by the originator of the system. He explains what Basic is, how he eliminates the use of verbs (substituting verb plus particle combinations), and other matters regarding Basic. About half of the book is devoted to sample texts which have been translated into Basic.

[58]

PALMER, HAROLD E. The Oral Method of Teaching Languages; A Monograph on Conversational Methods Together with a Full Description and Abundant Examples of Fifty Appropriate Forms of Work. Cambridge, England: W. Heffer and Sons, Ltd., 1923. ix, 134 p. (Out of print.)

In his usual stimulating manner, Palmer gives practical and detailed instructions on how to use an oral method in the classroom.

[59]

PALMER, H. E. The Teaching of Oral English. London: Longmans, Green and Co., 1940. Reprinted 1951. 100 p.

Gives instructions and sample exercises for the inexperienced teacher. Follows a direct method and groups the matter to be learned into such areas as names of objects, substances, persons, place and position, number, possession, momentary actions, habitual actions, expressions of past and future actions, condition, time. Each chapter is headed by a "Leading Question" such as "What?" "Where?" "How many?" "Which?"

[60]

PALMER, H. E., and REDMAN, H. V. This Language Learning Business. Yonkers-on-Hudson, New York: World Book Company, 1932. 219 p.

Although this book refers to language learning in general, the examples used and the experience upon which it is written are chiefly from English as a foreign language. A very stimulating



book as is usually the case with Palmer's work. Palmer and Redman discuss their views on language in Part I, their views on learning a language in Part II, and a "ideal" teaching plan in Part III. They discuss language as code, as literature, as conversation, as sounds, and as speech. They favor the "as speech" point of view. Their ideal teaching plan begins with pronunciation, goes on to speaking, and then to reading and writing. The problems of composition, translation, vocabulary extension and others are to be taken up later.

[61]

PRATOR, CLIFFORD H., Jr. Language Teaching in the Philippines (A Report). Manila: U. S. Educational Foundation in the Philippines, 1950. 96 p.

This report surveys briefly the complex language situation of the Philippines with its many languages, and discusses the place of English in that picture. The disadvantages of the exclusive use of English as medium of instruction are realistically pointed out and an experiment with the native language as medium of instruction in the early grades is reported. Possibilities for improving the teaching of English as a foreign language are suggested and discussed.

[62]

Programas de Inglés y Guía Didáctica para los Institutos Pedagógicos Nacionales y Escuelas Normales Urbanas. Lima, Perú: Ministerio de Educación Pública, Dirección de Educación Normal, Sección de Investigaciones Pedagógicas, 1948. 132 p.

A manual for teachers of English in Peru prepared by a workshop with the guidance of Charles Michalski. Gives selected sequence of grammar patterns with examples, American pronunciation materials including stress and intonation, and a selected vocabulary list of 2,400 entries. The grammar and pronunciation materials take into account the special problems of Spanish speakers and are based on the materials of the English Language Institute of the University of Michigan. The vocabulary list is based primarily on the Interim Report on Vocabulary Selection by Palmer, Thorndike, West and Faucett. Nine-page annotated bibliography. For teachers in Peru and Latin America. Reviewed in Language Learning, 1, no. 4 (Oct., 1948): 28-29.

[63]

Selected Articles from Language Learning. Series I, English as a Foreign Language. Ann Arbor, Michigan: Research Club in Language Learning, 1522 Rackham Bldg., 1953. 211 p.

A selection of articles on English as a foreign language which appeared in the journal Language Learning. Has sections on language learning, language teaching, grammar, pronunciation, vocabulary, and testing. The articles represent practical applications of accepted principles of structural linguistics. Written in simple style that can be read easily by practical teachers of English. The subject matter includes significant teaching techniques of the oral-aural type, description of patterns, testing techniques, etc. Used as supplementary reading for teachers of English as a foreign language at the University of Michigan and in countries abroad. Foreword by Charles C. Fries.

[64]

SORZANO JORRIN, LEONARDO. The Teaching of Foreign Languages with Special Reference to English; First Course. Habana, Cuba: Casa Lorie, 1947. 82 p. Second Course. Habana, Cuba: Seone, Fernández y Cía., 1948. 139 p.

A discussion of Sorzano Jorrín's approach to the teaching of English as a foreign language. He is a direct-method advocate. Favors oral practice, no translation, and no formal grammar. He means by grammar the study of traditional rules of grammar. Sorzano Jorrín has also written a number of textbooks for the teaching of English in Cuban schools, and Metodología General de la Enseñanza de los Idiomas Extranjeros y Manual del Maestro de Inglés (Habana: Cultural, S. A.) for teachers of Cuban school children.

[65]

Structural Notes and Corpus; A Basis for the Preparation of Materials to Teach English as a Foreign Language. Published by the Committee on the Language Program, American Council of Learned Societies, Washington, D. C., 1952. x, 109 p.

This volume is actually a textbook for students with explanations and instructions written in English and addressed to the student.



It was known as the General Form and was prepared for those who were writing the adaptations to various linguistic backgrounds. The ten introductory pages contain general instructions to the teacher. The dialogues and the examples in the sections on pronunciation are given in the phonemic alphabet and intonation and stress symbols used by G. L. Trager and H. L. Smith in Outline of English Structure. That system uses four stress levels, four pitch levels, three terminal contours, and a "plus" juncture. The exercises are somewhat like those of the Spoken Language Series of foreign language textbooks developed for the ASTP, Army Specialized Training Program. They include the "choral mim-mem" (mimicry-memorization) with double repetition, individual mim-mem, dictation review, reading review, and pronunciation drill.

[66]

TAILLON, LEOPOLD. Pour Mieux Enseigner L'Anglais; La méthode directe bien comprise. Montréal, Canada: Éditions Le Centre de Psychologie et de Pédagogie, 4803 Rue Parthenais, 1947. 87 p.

Discussion of an eclectic method based on the direct method expanded to include exercises in retranslation, etc. Leopold Taillon has long worked for the improvement of the teaching of English in the bilingual French-English schools of Canada. Written in French.

[67]

Teachers Guide to the Education of Spanish-Speaking Children. Prepared by the Staff in Elementary Education. Bulletin of the California Department of Education, Sacramento. Vol. XXI, No. 14, Oct., 1952. ix, 84 p., illustrated.

Chapter six, "Teaching English to Beginners," (37-62 p.) describes classroom activities for introducing young Spanish-speaking students to English words and sounds. Includes language games, and a list of approximately 1,000 useful words. Other chapters deal with various problems involved in the education of Spanish-speaking children in California.

[68]

TIREMAN, LOYD S. Teaching Spanish-Speaking Children. Albuquerque, New Mexico: The University of New Mexico Press, 1948. Revised Edition, 1951. 252 p.

A textbook for teachers of Spanish-speaking children in the Southwest of the United States. Discusses or summarizes studies on bilingualism; teaching programs in Puerto Rico, Wales, Belgium, Luxemburg, South Africa; teaching English in a special pre-first grade, the primary grades, and the intermediate grades; remedial work; teaching Spanish in the elementary grades; and functions of a community school.

[69]

WELMERS, WILLIAM E. Spoken English as a Foreign Language. Instructor's Manual. ACIS Program in English as a Foreign Language, Publications Edited by Martin Joos. Washington, D. C.: American Council of Learned Societies, 1953. 27 p.

This booklet is designed for the guidance of teachers of English as a foreign language who use one of the series of textbooks prepared under the auspices of the Committee on the Language Program of the ACIS. Each of the textbooks in this series is designed for the use of speakers of a single language other than English, and the explanatory materials of the textbooks themselves are written in that language. The booklet defines the instructor's task as one of imparting oral mastery, and proceeds to give the instructor specific instructions on what to do and what not to do in teaching the materials. The phonemic transcription used in the textbooks is explained in the booklet. It is the phonemic transcription used in Outline of English Structure by G. L. Trager and H. L. Smith. This Instructor's Manual gives no rationale for the procedures described; it simply tells the instructor what to do.

[70]

WHIPPLE, CAROLINE A. English Is a Foreign Language: A Manual for Teachers of Foreign-Speaking Adults. Originally published by the Committee for Refugee Education in 1946; reprinted by Educational Services, Inc., 1952. 62 p.

A booklet for volunteer teachers of adult immigrants under the sponsorship of the Committee for Refugee Education in New York City. The students were mostly Europeans with a high school



education or higher. Purports to give suggestions to the inexperienced teacher who is not professionally concerned with the teaching of English as a foreign language.

## Articles

[71]

ABERCROMBIE, DAVID. "English Accents," English Language Teaching, 7, no. 4 (summer, 1953): 113-123.

Discusses various dialects of English from the point of view of their prestige and value to the learner. Advocates a broader attitude toward "accents" other than Received Pronunciation. Points out that the social advantage of Received Pronunciation obtains in England, not abroad. Notes the prestige of Scots and American English. Received Pronunciation might be favored for Europe and for students who wish to visit England, and American pronunciation for Central and South America.

[72]

ABERCROMBIE, D. "Making Conversation," English Language Teaching, 8, no. 1 (autumn, 1953): 3-11.

Interesting classification of short conversational comments such as "It is," "Is it," on the basis of form and intonation. Refers also to their meanings and suggests exercises to practice their use.

[73]

ABERCROMBIE, D. "Some First Principles," English Language Teaching, 3, no. 6 (Mar., 1949): 141-146, and no. 7 (May, 1949): 169-171.

Admits the prime role of spoken language but favors a balance in the teaching of reading and speaking. States that learning a foreign language is an artificial process, a painful one, and that grading is fundamental.

[74]

ABERCROMBIE, DAVID. "Speech Recording," English Language Teaching, 5, no. 8 (Sept., 1951): 205-214.

Outlines in general terms the standard features of recording

machines and lists advantages and disadvantages of mechanical recording machines (disc recorders) as compared with magnetic recording equipment (tape recorders).

[75]

ABERCROMBIE, D. "Teaching Pronunciation," English Language Teaching, 3, no. 5 (Feb., 1949): 113-122.

Defends the teaching of pronunciation and suggests reasonable intelligibility as a goal that can and should be sought by the general student.

[76]

ALLEN, W. STANNARD. "In Defence of the Use of the Vernacular and Translating in Class," English Language Teaching, 3, no. 2 (Oct., 1948): 33-39.

Points out certain basic fallacies in the Direct Method total condemnation of translation and the use of the native language. Suggests judicious uses of translation and the vernacular.

[77]

ANDERSON, D. F. "A Survey of Abilities Needed in Learning English," English Language Teaching, 5, no. 7 (Aug., 1951): 171-193.

An attempt to describe the processes involved in hearing, reading, speaking and writing a foreign language. Refers to a variety of sources in the literature on the subject.

[78]

ANDERSON, D. L. C. "Crosswords and Language Teaching," English Language Teaching, 5, no. 2 (Nov., 1950): 53-55.

Discusses the possibility of using crossword puzzles with an advanced class in English. Limited clues and limited time are suggested.

[79]

ANTHONY, ANN. "Tools for Teaching Pronunciation," Language Learning, 2, no. 2 (1949): 36-40.

Brief description of the special alphabet, the vowel chart, and



the facial diagram used in the materials of the English Language Institute of the University of Michigan. These tools supplement the actual pronunciation of the teacher in the pronunciation class.

[80]

ANTHONY, EDWARD M. "Speech Making and Note Taking as an Aid to Language Learning," Language Learning, 1, no. 4 (1948): 23-24.

Adult foreign students are asked to prepare and deliver short speeches to the class while other students take notes. A composition is also assigned.

[81]

ANTHONY, EDWARD M. "The Pattern Practice of Meanings," Language Learning, 2, no. 3 (1949): 83-85.

An oral technique to attain fluency in the use of lexical items (words and phrases). Oral substitutions which force other substitutions by virtue of the lexical meaning involved.

[82]

ANTHONY, EDWARD M. "The Teaching of Cognates," Language Learning, 4, no. 3-4 (1952-3): 79-82.

Describes the teaching of words that are similar in English and in the native language of the student. Classifies the patterns of similarity with illustrations for English and Spanish. Mentions "false cognates" as constituting special problems.

[83]

BRAY, JOHN. "English-Teaching in Egypt," Spectator, 184 (Jan. 6, 1950): 8-9.

An appeal to the British Government to subsidize English teachers in Egypt in order to check the decline of English in the schools. English teachers number only a hundred or so and are handicapped by 300 per cent increase in cost of living and large classes. French lycees are mentioned as instrumental in maintaining French as the first foreign language among "middle- and upper-class" Egyptians.

[84]

"Breaking the Language Barrier," The Record, U. S. Department of State, 7, no. 3: 17-23.

Describes briefly the cultural centers of the Department of State abroad, their development, their teaching of English, the seminars for teachers of English, and the textbooks in preparation through contracts with the American Council of Learned Societies.

[85]

BUELL, MAXINE GUIN. "Picture Exercises for Oral Drill of Structure Patterns," Language Learning, 3, no. 1-2 (1950): 14-33.

Describes various picture-sequence charts adapted to the classroom, the laboratory, and work at home for oral drill in establishing the use of the structure patterns of English as habits. Illustrated. These materials are being developed and used at the English Language Institute of the University of Michigan. Thirteen-item bibliography of articles on the use of audio-visual aids in language learning.

[86]

CARTLEDGE, H. A. "Conversation Groups," English Language Teaching, 8, no. 3 (spring, 1954): 98-101.

Criticizes two conversational classes because there was no conversation in them. Suggests the use of topics or a passage that will stimulate a variety of opinions and lively discussion.

[87]

CARTLEDGE, H. A. "Reading Aloud," English Language Teaching, 6, no. 3 (spring, 1950): 94-96.

Defends reading aloud as a good device in teaching a foreign language. Advocates prepared reading rather than impromptu reading in class.

[88]

CARTLEDGE, H. A. "Teaching without Translating," English Language Teaching, 7, no. 3 (spring, 1953): 86-90.



Points out that good translation is a difficult art which is not suited for teaching a language. Advocates the use of direct method exercises using actions, dramatization, pictures and common experience instead of translation.

[89]

CATFORD, J. C. "Intelligibility," English Language Teaching, 5, no. 1 (Oct., 1950): 7-15.

Discusses in rather general terms the problems of intelligibility related to selection of words and use of sounds by non-English speakers.

[90]

CATFORD, J. C. "The Background and Origins of Basic English," English Language Teaching, 5, no. 2 (Nov., 1950): 36-47.

Reviews the theory of fictions of Jeremy Bentham and his "orthological" normative study of language as the historical background of Basic. Summarizes Ogden's principles in developing the system. Tries to show the good points of Basic.

[91]

CATFORD, J. C. "Word-Linking," English Language Teaching, 4, no. 5 (Feb., 1950): 115-121.

A technique to help students with the pronunciation difficulty of linking a final consonant or vowel to a following initial vowel. Syllable formation with a consonant and the following vowel is the basis of the technique.

[92]

CHATMAN, SEYMOUR. "Some Problems in Teaching English Pronunciation to Persian Speakers," Language Learning, 4, no. 1-2 (1951-2): 36-41.

A phonemic statement of segmental phonemes that constitute pronunciation problems for Persian speakers learning English. Based on a linguistic comparison of the English and Persian phonemic systems.

[93]

CHOU, TUNG FEN. "On 'I Can't Open the Light, the Open-Shut is Bad,'" Language Learning, 3, no. 3-4 (1950): 106-107.

Lexical mistakes in the English of a Chinese student which are the result of word for word translation from his native language.

[94]

DAVISON, IVY. "The Basic English Foundation," English Language Teaching, 5, no. 1 (Oct., 1950): 24-25.

Explains that the Basic English Foundation was organized by the British Government "with the object of propagating the teaching and study of Basic English as an international and educational medium which would also serve as an introduction to standard English." Gives titles of Basic Books and address of the Foundation in London.

[95]

DOWNER, JAMES W. Review of The Structure of English by Charles C. Fries. Language Learning, 4, no. 3-4 (1952-3): 133-137.

Discusses its significant features.

[96]

DYKSTRA, GERALD. "Teach Grammar," Language Learning, 3, no. 3-4 (1950): 89-92.

Brief description of the teaching of structure patterns as developed in the revised materials of the English Language Institute of the University of Michigan. Uses contrasting examples from which the students grasp the significant point being taught. Oral exercises follow immediately. References.

[97]

"Educational Reform in Greece; Putting English in the Schools," Times Educational Supplement, no. 1907 (Nov. 16, 1951): 889.

Reports various measures and actions in the introduction of English as the required foreign language in the gymnasia and lycea of Greece. Mentions the training of teachers and examina-



tions for the selection of qualified personnel. The shortage of trained teachers of English is mentioned as a severe problem.

[98]

ELLIOTT, A. V. P. "The Teaching of English in Africa," English Language Teaching, 7, no. 1 (autumn, 1952): 3-8.

Outlines briefly the aims, methods, and problems of English teaching in British Tropical Africa.

[99]

"English as a Foreign Language; Research in London," Times Educational Supplement, no. 1857 (Dec. 1, 1950): 926.

Reports the inaugural lecture by Professor Bruce Pattison of the University of London Institute of Education. Professor Pattison is the first holder of the only chair in Great Britain established to conduct research in the teaching of English as a foreign language..

[100]

"English for Foreign Workers; The Direct Method," Times Educational Supplement, no. 1749 (Nov. 6, 1948): 625.

Describes a "week-end residential course" for teachers of 17,000 foreign workers. C. E. Eckersley advocated teaching the spoken word rather than "bookish grammar of a dead language." He used no textbook in the early stages. J. Foord and Mr. Kirby described other approaches for children and mothers among the group of foreign workers.

[101]

"English in Israel; Lack of Teachers and Text-books," Times Educational Supplement, no. 1846 (Sept. 15, 1950): 707.

Describes briefly the educational program and the place of English in the curriculum. English is emphasized in the secondary school rather than earlier. Mentions textbooks, training of teachers, and the English department at the Hebrew University.

[102]

FEIGENBAUM, LAWRENCE H. "Teaching English to Puerto Rican Youth," High Points, 34 (Jan., 1952): 45-8.



Discusses several considerations in a special "vestibule" course in English for Puerto Rican high school students in Brooklyn. Emphasizes the value of a sound foundation in linguistics for the teacher. Mentions the work for foreign university students. Advocates transfer to regular classes as soon as a child demonstrates sufficient mastery of English to function in a regular group.

[103]

FINOCCHIARO, MARY. "A Suggested Procedure in the Teaching of English to Puerto-Ricans." High Points, 31 (May, 1949): 60-66.

Activities to help Puerto-Rican high-school children in the United States during the period of integration to the school and community. References to English language teaching are a secondary part of the article.

[104]

FLOOD, W. E., and WEST, M. P. "A Limited Vocabulary for Scientific and Technical Ideas (I)," English Language Teaching, 4, no. 4 (Jan., 1950): 104-108.

Discusses criteria for selection and listing of a minimum vocabulary for writing and reading simplified scientific and technical material.

[105]

FLOOD, W. E., and WEST, M. P. "A Limited Vocabulary for Scientific and Technical Ideas (II)," English Language Teaching, 4, no. 5 (Feb., 1950): 128-137.

Gives a list of 60 essential scientific words, 125 semi-scientific words, and others, useful in expositions of popular science to the ordinary man. Discusses criteria of selection. This material is also to be found in A General Service List of English Words by Michael West.

[106]

FRENCH, VIRGINIA. "A Suggested Check List for Teachers of English as a Second Language," Language Learning, 2, no. 1 (1949): 12-15.



Nine helpful questions for self examination by good teachers as to over-helping, maturity of content, continuity of content, consistency of rewards.

[107]

FRIES, CHARLES C. "As We See It," Language Learning, 1, no. 1 (1948): 12-16.

Concise statement of the principles underlying the work of the English Language Institute of the University of Michigan and the application of structural linguistics to language learning. Written by the well-known director of the Institute.

[108]

FRIES, CHARLES C. "Have as a Function Word," Language Learning, 1, no. 3 (1948): 4-8.

Identifies various function-word uses of have by means of the contrastive features of structural patterning in English.

[109]

GATENBY, E. V. "Conditions for Success in Language Learning," English Language Teaching, 4, no. 6 (Mar., 1950): 143-150, and no. 7 (May, 1950): 179-182.

States that the problems connected with language learning were all known and solved more than a hundred years ago, and quotes, or refers to, Montaigne, Comenius, John Locke, George Ticknor, Claude Marcel, and Francois Gouin to support his statement. Mentions situations in which people have mastered languages, e. g. child abroad, kindergarten for foreign children, intensive courses, selected students sent abroad. Lists "factors" in learning to speak a foreign language: necessity, foreign environment not essential, concentration on speech, amount of time, small groups, practice. Suggests the transfer of foreign speech teaching to the primary school and to give each child of 8 to 11 one school year of intensive training in the language.

[110]

GATENBY, E. V. "English Language Studies in Turkey," English Language Teaching, 2, no. 1 (Sept., 1947): 8-15.

Surveys briefly the recent history of English language teaching in that country, English high schools, State schools, textbooks, Turkish teachers of English, teacher training, methods, use of phonetics, the universities, military schools, radio stations, etc.

[111]

GATENBY, E. V. "Popular Fallacies in the Teaching of Foreign Languages," English Language Teaching, 7, no. 1 (autumn, 1952): 21-29.

Gives well considered arguments against a number of ideas which often pass as fact in the teaching of English as a foreign language. Some of the fallacies attacked are the following: that translation should be required as a test of comprehension, that many children cannot learn languages, that we should be content with ability to read, that artificial simplifications (e. g. Basic English) should be used with beginners, that the oral approach takes too much time, that dull children can best be taught by translation, etc.

[112]

GATENBY, E. V. "Training of Language Teachers," English Language Teaching, 5, no. 8 (Sept., 1951): 199-207.

Outlines a program for teachers of English as a foreign language who themselves are non-native speakers of English. Suggests courses in methods, phonetics, and classes in English language. Also mentions observation and practice-teaching, the use of teaching aids, the library, etc.

[113]

GATENBY, E. V. "The Use of Wall-pictures in Language Teaching," English Language Teaching, 5, no. 5 (June, 1951): 115-119.

Discusses the value and use of large wall-pictures for language teaching. They should represent the background of the country in which the foreign language being learned is the native speech. They can be used to learn the structure of the foreign language. Different types of practice are suggested.



[114]

GATENBY, E. V. "Translation in the Class-room," English Language Teaching, 2, no. 8 (June, 1948): 214-218.

Briefly mentions the conflicting views of Henry Sweet and Otto Jespersen for and against translation. Accepts the use of translation for explanation of the course and of instructions, to give meaning quickly, and for testing comprehension. Condemns it as an exercise.

[115]

GATENBY, E. V. "Wall-picture Practice," English Language Teaching, 5, no. 6 (July, 1951): 163-166.

Illustrates in detail the teaching of an English lesson by means of a wall picture showing a scene at the seaside. Deals with review, new words, practice of tenses, teaching of new structures, describing people and things, and answering questions about things which are not seen in the picture but can be implied.

[116]

GIBIAN, GEORGE. "College English for Foreign Students," College English, 13 (Dec., 1951): 157-160.

Describes a concurrent course in English for foreign students at Harvard University along the lines of a freshman English course adapted to these students. Did not explore the implications of linguistic science for such work. Describes the various activities and assignments of the course.

[117]

GOW, MARY LOUISE. "Teaching English in Mexico City," Hispania, 32 (Aug., 1949): 335-338.

Brief mention of English course aims; personal observations on the teaching of English in a small private adult school, public secondary schools, the Escuela Preparatoria for University candidates, the private American School with a bilingual system, and the Benjamin Franklin Institute for adults, sponsored by the U. S. Department of State.

[118]

GURREY, P. "English Teaching in Schleswig-Holstein," English Language Teaching, 8, no. 3 (spring, 1954): 90-97.

Describes briefly five English lessons given in secondary schools in Kiel and Lübeck. The lessons ranged from the lowest class to the top class of a school. They were of the direct method and story types.

[119]

GURREY, P. "The Teaching of English as a Foreign Language at The University of London Institute of Education," English Language Teaching, 1 (Jan., 1947): 72-74.

Mentions the beginnings of the program for teachers of English as a foreign language in 1930 and its development under Laurence Faucett. Describes the program in operation by 1947. The aim is to achieve real education, to make the student independent in his work, not merely to learn to follow any set of rules and injunctions to suit "all sorts and conditions of men." The program includes seminars, a main lecture course, phonetics, training in spoken English, training in literature, and practical work which includes observation and demonstration of language teaching, experimental methods and regular teaching. Advanced students usually work on research problems and have "tutorial" once a week.

[120]

HABBEMA, Dr. D. M. E. "The Teaching of English in Holland," English Language Teaching, 2, no. 7 (May, 1948): 182-187.

Briefly surveys the increased interest in English, which has replaced French as the first foreign language. Mentions textbooks, teacher preparation, and other English Language teaching.

[121]

HARGREAVES, HENRY. "Spoken English Numbers," English Language Teaching, 7, no. 4 (summer, 1953): 131-135.

Describes British English usage in saying numbers. Gives general instructions for the foreign student of English.



[122]

HICKS, DAVID. "Real Conversation?" English Language Teaching, 3, no. 3 (Nov., 1948): 57-68.

Gives various practical suggestions to stimulate class conversation that functions like real conversation partly because the subject is of genuine interest to the student.

[123]

HICKS, DAVID. "Some Revision Drills," English Language Teaching, 3, no. 4 (Jan., 1949): 101-105.

Sample questions for oral review at the second year level.

[124]

HICKS, DAVID. "Some Revision Drills (II)," English Language Teaching, 3, no. 6 (Mar., 1949): 152-156.

Thirteen exercises for controlled oral drill. Emphasis is on the use of vocabulary.

[125]

HILL, ARCHIBALD A. "The Use of Dictionaries in Language Teaching," Language Learning, 1, no. 4 (1948): 9-13.

Comments on what a monolingual dictionary for foreign learners should be. Illustrates each point with examples from the American College Dictionary.

[126]

HOPPER, S. H. "The Psychology of Skill and its Application to Language Learning (I)," English Language Teaching, 4, no. 1 (Oct., 1949): 11-17.

Advocates concentration on the total action, leaving adjustment of the parts of the movements to subconscious control rather than trying to manage each element consciously. Does not explore specific language problems.

[127]

HOPPER, S. H. "The Psychology of Skill and its Application to Language Learning (II)," English Language Teaching, 4, no. 2 (Nov., 1949): 37-40.

By referring to anecdotal reports of other skills such as tight-rope walking the article attacks almost all systematic treatment of language learning and defends the view that "(1) Language is learnt by observing a model, and by waiting. (2) Language is not learnt by grammar. (3) Grammatical analysis is a drug."

[128]

HORNBY, A. S. "An Approach Towards Real Conversation," English Language Teaching, 3, no. 8 (June, 1949): 199-206.

Question and answer exercises in which the student is asked to give responses other than the mechanical one taught at an earlier stage.

[129]

HORNBY, A. S. "Direct Method Composition Exercises (I)," English Language Teaching, 4, no. 1 (Oct., 1949): 22-27.

Four general principles to be observed in such composition work in keeping with direct method practice. Coordination with oral work. Use of limited exercises before advancing to free composition. Describes with examples eight specimen exercises of the "completion" and "conversion" types.

[130]

HORNBY, A. S. "Direct Method Composition Exercises (II)," English Language Teaching, 4, no. 2 (Nov., 1949): 45-50.

Nine exercises illustrating completion and conversion techniques.

[131]

HORNBY, A. S. "Direct Method Composition Exercises (III)," English Language Teaching, 4, no. 3 (Dec., 1949): 78-81.

Seven exercises of the conversion and rewrite types. Concludes the series of three articles on the subject.

[132]

HORNBY, A. S. "'For' + (Pro)noun + Infinitive," English Language Teaching, 5, no. 5 (June, 1951): 120-124.



Describes by means of examples nine uses of constructions like "Time for you to go to bed" which have the formula, "for" plus noun or pronoun plus infinitive. Surveys briefly what grammarians have written about it and proposes that it be given more attention in teaching English as a foreign language.

[133]

HORNBY, A. S. "Linguistic Pedagogy: I. The Doctrine of de Saussure," English Language Teaching, 1 (1946): 6-11.

Describes de Saussure's linguistic theories compiled by Saussure's students in Cours de Linguistique Générale and interpreted by H. E. Palmer in articles appearing in the Bulletin of the Institute for Research in English Teaching, later in an article in Oversea Education and in the volume This Language Learning Business by Palmer and Redman. Discusses implications of de Saussure's "la langue" (code, language) and "la parole" (the activity, every speech act) from the point of view of teaching a foreign language.

[134]

HORNBY, A. S. "Linguistic Pedagogy: II. The Beginning Stage," English Language Teaching, 1 (1946): 36-39.

Draws a sharp distinction between "identification," the initial grasping of the meaning of a word, and "association," fusing the new symbol to the concept. By properly selecting the beginning vocabulary it is possible to begin teaching by the "ostensive procedure" (physical context) and the "contextual procedure" (linguistic context), but it is also useful to resort to translation for the "identification" stage to avoid misunderstandings.

[135]

HORNBY, A. S. "Linguistic Pedagogy: III. The Beginning Stage (continued)," English Language Teaching, 1: 66-71.

Description of the teaching of a beginning lesson by an oral approach with specific patterns and vocabulary to be taught.

[136]

HORNBY, A. S. "Linguistic Pedagogy: IV. The Contextual Procedure--Word Families," English Language Teaching, 1 (1947): 91-95.

Mentions three kinds of word families: words relating to a given subject (e. g. vegetables), words resulting by affixation (e. g. happy, unhappy, happily, unhappily, happiness, unhappiness), and words that enable the learner to form associations "which help him to think in the new language" (e. g. drink: thirsty, dry; water, milk, glass; tea, coffee, cup). The latter are presented as the best for the classroom.

[137]

HORNBY, A. S. "Linguistic Pedagogy: V. The Reading Text," English Language Teaching, 1 (May, 1947): 149-156.

Gives suggestions for the use of second and third year readers of the "Direct-Oral Method." Describes the presentation of a simplified version of "The Hare and the Tortoise." The method illustrated consists of text clarification without recourse to the native language.

[138]

HORNBY, A. S. "Problems of Definition: What is an Adjective?" English Language Teaching, 5, no. 4 (Jan., 1951): 95-102.

Favors grammatical terms for the student when they indicate significant differences and will be useful to him. Takes up numerous examples of modifiers of nouns which give rise to discussions as to whether or not they are adjectives. Favors a restricted use of the term adjective for teaching purposes.

[139]

HORNBY, A. S. "Sentence Patterns and Substitution Tables--I," English Language Teaching, 1 (1946): 17-23.

Describes and illustrates three aids to teaching grammar: (1) formulas representing sentence patterns, (2) substitution tables of the type used by H. E. Palmer, and (3) selected examples of sentences not designed for substitution but arranged in columns.

[140]

HORNBY, A. S. "Sentence Patterns and Substitution Tables--II," English Language Teaching, 1 (1946): 41-46.



Treats three sentence patterns: (1) S + to be + complement (e. g. This is a book), (2) There + to be + S + adverbial complement of place (e. g. There is a book there), and (3) S + to have + O + adverb or adverb phrase (e. g. I have a book here).

[141]

HORNBY, A. S. "Sentence Patterns and Substitution Tables--III," English Language Teaching, 1 (1947): 105-109.

Illustrates a way to present the "articles" in sequences, the "possessives," "mass-words" (Jespersen's classification), and the present progressive pattern.

[142]

HORNBY, A. S. "Sentence Patterns and Substitution Tables--IV," English Language Teaching, 1 (Mar., 1947): 135-139.

Describes and illustrates the teaching of the simple present by association with frequency words (e. g. always, never, etc.) and adverbials of time and of frequency (e. g. in the morning, every day).

[143]

HORNBY, A. S. "Situations--Artificial or Natural," English Language Teaching, 6, no. 4 (summer, 1952): 118-124.

Defends the use of "action-chains" (I'm going to the door. I'm going to open the door. I've stopped at the door, etc.) to illustrate series of patterned sentences when the tenses are properly handled. Takes issue with Michael West who prefers stories from the beginning. Hornby also favors the selection of vocabulary from the point of view of usefulness in given areas rather than frequency alone.

[144]

HORNBY, A. S. "The Situational Approach in Language Teaching," English Language Teaching, 4, no. 4 (Jan., 1950): 98-103.

Describes an action-chain type of lesson in which the actions illustrate the meanings of the sentences. The students listen to numerous repetitions before they speak and act. Proposes teaching the compound tenses before the simple ones.

[145]

HORNBY, A. S. "The Situational Approach in Language Teaching (II)," English Language Teaching, 4, no. 5 (Feb., 1950): 121-128.

Continues describing the use of action chains to illustrate and practice sentences and words. Deals with the simple present only after the students have mastered the present continuous, the future with going to and the present perfect. Recommends liveliness in addition to simplicity and variety. Mentions Palmer's The Teaching of Oral English and F. G. French's The Teaching of English Abroad as helpful.

[146]

HORNBY, A. S. "The Situational Approach in Language Teaching (III)," English Language Teaching, 4, no. 6 (Mar., 1950): 150-156.

Discusses the use of pictures for oral practice in connected situations. Uses the story of Hercules to develop a sample lesson.

[147]

HORNBY, A. S. "Vocabulary Control--History and Principles," English Language Teaching, 8, no. 1 (autumn, 1953): 15-21.

Informative summary of the history and principles of vocabulary control written on the occasion of the publication of A General Service List of English Words by Michael West which is a revision of the Interim Report on Vocabulary Selection.

[148]

KELLY, BRIAN. "Notes on Grammatical Terminology," English Language Teaching, 2, no. 2 (Oct., 1947): 29-34.

Points out misunderstandings caused by the usual names of the tenses to Spanish speakers. Suggests more names and would add descriptive adverbs to help the student grasp the meaning of the tenses.

[149]

KENSIT, D. B. J. "An Experiment in Language Teaching with Visual Aids," English Language Teaching, 4, no. 8 (June, 1950): 199-205.



Describes the use of the Pocket Book of Basic English by I.A. Richards and the film strips, gramophone records, and films that go with it, in teaching displaced persons in England. No objective evaluation is reported.

[150]

KING, A. H. "A Functional Approach to English Language Teaching (I)," English Language Teaching, 4, no. 1 (Oct., 1949): 1-11.

Summarizes the tendencies in English language teaching in Europe, and opposes the increasing emphasis on "correct pronunciation," which is a reflection of obsolete social class distinctions. Advocates the teaching of foreign language to train character. Favors comprehensibility instead of correctness and refers to phonemics as a way to implement the criterion of comprehensibility.

[151]

KING, A. H. "A Functional Approach to English Language Teaching (II)," English Language Teaching, 4, no. 2 (Nov., 1949): 29-36.

Favors the teaching of literature for character building, i. e. for a moral purpose. Language teaching becomes a means to understand the foreign culture. Correctness should yield to comprehensibility.

[152]

KINGDOM, ROGER. "A New Table of Anomalous Finites," English Language Teaching, 3, no. 8 (June, 1949): 206-216.

Describes and summarizes in a composite table the uses of the 24 verbs referred to as anomalous finites (may, can, do, etc.). Includes stress in the description and in the illustrative examples.

[153]

KINGDOM, ROGER. "The Irregular Verb," English Language Teaching, 5, no. 8 (Sept., 1951): 214-224.

A neat classification of irregular verbs on the basis of patterns of sound change for the preterite and past participle forms. Gives English and American variants.

[154]

KINGDOM, ROGER. "The Semantic Functions of Stress and Tone," English Language Teaching, 3, no. 7 (May, 1949): 178-182.

Semantic is used to indicate a difference in the "meaning" of an utterance in contrast to "expression" or attitude. The article describes semantic stress, semantic tone, and semantic length with illustrative examples.

[155]

KINGDOM, ROGER. "The Teaching of English Intonation (III)," English Language Teaching, 2, no. 6 (Mar., 1948): 141-147.

Describes simple and complex "tunes" in normal British English intonation and gives reading and dictation exercises. Articles 1 and 2 of this series were not available to the compiler of this bibliography. They have been reprinted by English Language Teaching.

[156]

KINGDOM, ROGER. "The Teaching of English Intonation (IV)," English Language Teaching, 3, no. 1 (Sept., 1948): 11-19.

This article concludes the series. It deals with emphasis or prominence: emphasis through stress, tone shift, pitch contrast, etc.

[157]

KINGDOM, ROGER. "The Teaching of English Stress," English Language Teaching, 3, no. 6 (Mar., 1949): 146-152.

Good summary statement of word stress and sentence stress with examples. Word stress uses three levels and deals with simple, complex, and compound words. Suggestions for teaching are given.

[158]

KINGDOM, ROGER. "The Use of Dictation," English Language Teaching, 6, no. 1 (autumn, 1951): 11-25.

Draws a sharp distinction between the use of dictation for



native speakers of English and for foreign speakers of English. With native speakers its purpose should be to teach and test spelling since they already know the spoken words. With foreign speakers it can be used to teach and test pronunciation. Sample dictation exercises are described.

[159]

KITCHIN, AILEEN TRAYER. Review of Manual of American English Pronunciation for Adult Foreign Students by Clifford H. Prator, Jr. and The Pronunciation of American English for Teachers of English as a Second Language by Betty Jane Wallace. Language Learning, 4, no. 3-4 (1952-3): 129-133.

[160]

LADO, ROBERT. "A Prime Source of Student Errors," Language Learning, 1, no. 3 (1948): 1-3.

The fact that a French speaker, an Iranian speaker and Portuguese speakers learning English among Spanish speakers did not acquire the mistakes typical of the other linguistic backgrounds is used as evidence that the chief source of those mistakes is the system of habits of the native language of the students.

[161]

LADO, ROBERT. "Materials and Tests in English as a Foreign Language," Language Learning, 5, no. 1-2 (1954): 48-55.

Gives characteristic features of the work of British teacher-scholars, of Basic English, of the linguistic movement in the United States, and of books written without research of any kind. Mentions key references for further reading. English language tests are briefly summarized.

[162]

LADO, ROBERT. "Pattern Practice--Completely Oral," Language Learning, 1, no. 1 (1948): 24-27.

An oral technique to help establish the patterns of a foreign language as automatic habits. Examples are drawn from English as a foreign language.

[163]

LADO, ROBERT. "Teaching General American r to Spanish-Speaking Students," Language Learning, 1, no. 3 (1948): 20-23.

By having the student pronounce his trilled r farther and farther back in the mouth, the tip of the tongue eventually fails to reach the palate, and a retroflex untrilled r is produced. Other exercises follow this initial one.

[164]

LAMBERTS, JACK. "Slang and Taboo," Language Learning, 5, no. 1-2 (1954): 56-60.

Forwarns foreign speakers learning English about the dangers in trying to become fluent by using slang.

[165]

"Language Teaching in Spain; Popularity of English," Times Educational Supplement, no. 1861 (Dec., 29, 1950): 989.

Mentions the interest in learning English and describes the Vox Institute of Modern Languages of Madrid, a private academy for adult students.

[166]

LEAVITT, LESLIE W. "Teaching English in the Arab East," News Bulletin, Institute of International Education, 29, no. 8 (May, 1954): 13-19 and 26. Illustrated.

Points out the popularity of the English Language in contrast to the lack of popularity of the Governments of the U. S. and Great Britain and ascribes that popularity in part to American business and movies. Reports considerable improvement in English textbooks, which are supplied mostly by British publishers. Discusses briefly four main areas of difficulty Arab students find in learning English: (1) direct Arabic translation, (2) the use of prepositions, (3) English idioms, and (4) spelling.

[167]

LEOPOLD, WERNER. "Patterning in Children's Language Learning," Language Learning, 5, no. 1-2 (1954): 1-14.



Leopold observed the development of English and German sounds in the speech of his second child. He reports that new sounds are not added as items to the child's inventory of phonemes. New sounds develop in patterns; for example, all velars are added at once.

[168]

LOCKWOOD, ERIKA and W. B. "Vocabulary Difficulties in English and German," The Modern Language Journal, 37, no. 6 (Oct., 1953): 287-292.

Gives examples of vocabulary difficulties which German speakers have in English and English speakers in German. The difficulties arise when the range of meaning of two words, one in German and one in English, are similar but not the same.

[169]

LUMSDEN, AUDREY. "Spaniard and Briton; An Experiment in Language Teaching," Times Educational Supplement, no. 1698 (Oct., 1947): 556.

Report of a non-control experiment in which half of the students in the class were English and the other half were Spanish. The English students studied Spanish and the Spanish students studied English. They were not divided according to level of proficiency, and as a result some difficulties developed in keeping the class effective at the various levels. The teacher was bilingual and alternated the teaching of English and Spanish. The experimental class was conducted during a summer school of Spanish held by the University of Liverpool in San Sebastian, Spain.

[170]

LUNDGREN, R. "Poetry Records in Teaching," English Language Teaching, 5, no. 1 (Oct., 1950): 16-19.

Reports a radio course consisting of English poetry read by the poets themselves or by professional actors over the Swedish Broadcasting Corporation. Interest among adult listeners is reported as higher than usual for radio courses, and sale of an anthology of the poems read reached 18,000 copies.

[171]

MacCARTHY, P. A. D. "Pronunciation Teaching: Theory and Practice," English Language Teaching, 6, no. 4 (summer, 1952): 111-117.

Points out tendencies of some trained teachers to avoid teaching pronunciation, or to teach only phonetic theory, or to fail to diagnose correctly the pronunciation difficulty involved. Describes five cases in which advanced students were helped in their pronunciation of English "th".

[172]

MacCARTHY, P. A. D. "Pronunciation Teaching: Theory and Practice (II)," English Language Teaching, 7, no. 3 (spring, 1953): 91-95.

Gives in dialogue form the teaching of English r (Received pronunciation) to an advanced student who had a strong uvular r in her native language and, as a result, in her English.

[173]

MacCARTHY, P. A. D. "Substitution Table Technique," English Language Teaching, 4, no. 7 (May, 1950): 171-178, and no. 8 (June, 1950): 214-218.

Favors greater use of substitution tables to present grammatical structure, to remember patterns, to practice articulation and fluency, and to master specific pronunciation difficulties. Sample exercises are given.

[174]

MACHUCA, BELEN. "Teaching English Reading in Puerto Rico," Language Learning, 5, no. 1-2 (1954): 22-28.

Briefly describes the teaching of reading to Puerto Rican children.

[175]

MACKEY, W. F. "The Meaning of Method," English Language Teaching, 5, no. 1 (Oct., 1950): 3-6.

Good brief outline of various elements that are involved in a



language teaching "method." Classifies them under selection, grading, presentation, and habit-forming.

[176]

MACKEY, W. F. "The Teaching of English in Puerto Rico," English Language Teaching, 8, no. 1 (autumn, 1953): 12-15.

Discusses the book by R. H. Fife and H. T. Manuel, The Teaching of English in Puerto Rico, which summarizes the results of a survey conducted in that island. See section on Tests and Testing for annotation.

[177]

MACKEY, W. F. "What to Look for in a Method: (I) Selection," English Language Teaching, 7, no. 3 (spring, 1953): 77-84.

Surveys various important elements to be examined in a textbook. Concentrates on the selection of words, meanings, forms, structures, and sounds. Mentions the matter of students for whom the textbook is prepared and how the selection of materials is made.

[178]

MACKEY, WILLIAM F., and NOONAN, JAMES A. "An Experiment in Bilingual Education," English Language Teaching, 6, no. 4 (summer, 1952): 125-132.

Reports an experiment with refugee Polish children in England. Students were taught English one period and some other subject by the same teacher another period. English was taught alone for 15 to 35 hours before beginning the second subject. Comprehension averaged 80 per cent with an average low of 50 per cent and an average high of 99.9 per cent. The report concludes that subjects can be taught in the foreign language if the lessons and the classes are kept within the limited vocabulary and structure of the students. Practical administrative difficulties in achieving this correlation are admitted.

[179]

MADELEINE, Sister MARY. "English for Foreign Students," College English, 15, no. 1 (Oct., 1953): 50-52.

Describes a one-semester course in English for foreign students offered at the College of Notre Dame of Maryland. The course was given college credit and could be substituted for freshman English. Remedial work on pronunciation and written composition was used.

[180]

MARTIN, R. A. "The Book we Want for Teaching English," English Language Teaching, 3, no. 8 (June, 1949): 216-220.

Suggests uses for a book of pictures without text for the teaching of English.

[181]

MEREDITH, G. PATRICK, "Visual Aids in the Teaching of English," English Language Teaching, 1 (Jan., 1947): 61-65.

Attempts to analyse the processes of language learning and points out uses of visual aids.

[182]

"Methods and Reforms in Sweden; I--English Now First Foreign Language," Times Educational Supplement, no. 1877 (Apr. 20, 1951): 305.

A summary account of the teaching of English in the "realskola" and the gymnasium. Mentions aims, grading of texts, examinations, etc.

[183]

MICHALSKI, CHARLES. "Systematizing the Teaching of English Vowel Phonemes," Language Learning, 2, no. 2 (1949): 56-65.

Describes a set of drill cards to be used in teaching the vowel phonemes of English to Spanish-speaking students. Proceeds from English sounds similar to Spanish, to English sounds not found in Spanish, and to sounds that the students confuse. Gives helpful hints to be observed in preparing the cards.

[184]

MORGAN, A. E. "English Teaching in Foreign Universities," English Language Teaching, 5, no. 2 (Nov., 1950): 31-35.



A plea for teaching the culture of England even in translation if necessary rather than teaching only the language.

[185]

MORRIS, I. "Grammar and Language: the Prescriptive and Descriptive Schools," English Language Teaching, 6, no. 2 (winter, 1952): 55-59.

Attempts to evaluate the relative merits of prescriptive normative grammars (that tell us how the language ought to be used) and descriptive grammars (that simply describe the language as it is). Favors a moderate descriptive approach.

[186]

MORRIS, I. "Principles of Vocabulary Control," English Language Teaching, 1 (May, 1947): 163-166.

Draws a distinction between simplification of the language and simplification of learning, and favors the latter. Emphasizes the difference between vocabulary for production and vocabulary for recognition. Criticises Basic English because it fails to distinguish between productive and receptive skills, and because it ignores the background, education, environment and interests of the learners. Basic includes the words "insurance, impulse," etc. and excludes "ask, live," etc. Morris favors the point of view followed in the Interim Report on Vocabulary Selection.

[187]

MORRIS, I. "Principles of Vocabulary Control (3)," English Language Teaching, 2, no. 2 (Oct., 1947): 42-46.

Points out common features of three classes of words: structural, concrete, abstract. The second article of this series could not be examined by the compiler.

[188]

MORRIS, I. "Principles of Vocabulary Control (4)," English Language Teaching, 2, no. 3 (Nov., 1947): 57-62.

Discusses criteria for selection of words in each of the three categories, concrete, abstract, structural.

[189]

MOULTON, WILLIAM G. "Our Profession in Reverse," Modern Language Journal, 32 (Oct., 1948): 421-430.

Describes a course in American English for German and Austrian prisoners of war conducted under the planning of linguists using inexperienced enlisted men as instructors. The methods used were those of the Army Specialized Training Program (ASTP) and the Civil Affairs Training Schools (CATS).

[190]

OCKENDEN, R. E. "English Language Studies in Portugal," English Language Teaching, 2, no. 2 (Oct., 1947): 35-41.

Brief survey of history of English teaching, studies in State schools and universities, textbooks and methods, and other English language teaching.

[191]

OCKENDEN, R. E., and SIREVAAG, TONNES. "English Language Studies in Norway," English Language Teaching, 3, no. 6 (Mar., 1949): 156-162.

Gives brief history, description of educational system and place of English, textbooks and preparation of teachers, and other English language teaching.

[192]

O'CONNOR, J. D. "Fluency Drills," English Language Teaching, 6, no. 3 (spring, 1952): 86-93.

Describes exercises to improve the pronunciation and general flow of English on the part of foreign students at the University of London. The "catenation drill" requires the student to repeat after the teacher a series of sentences that keep expanding after each utterance. Other drills are designed to eliminate unnecessary glottal stops and h's and to practice rhythm.

[193]

OLSEN, LEKTOR K. V. "English Language Studies in Denmark," English Language Teaching, 1 (May, 1947): 157-162.



Surveys the origins and history of English teaching, and methods, aims, and teachers. Gives special mention to the work of Otto Jespersen.

[194]

PAEZ, RAMIRO. "The Teaching of Languages in the Chilean New Secondary School," English Language Teaching, 3, no. 5 (Feb., 1949): 127-131.

Describes aims and organization of language teaching in Chilean experimental schools. English is one of four modern languages taught.

[195]

PALMER, H. E. "English Article-Usage," English Language Teaching, 2, no. 3 (Nov., 1947): 62-73.

Gives twelve rules with various indications and exceptions for the teaching of the English article.

[196]

PALMER, HAROLD E. "That will Come in Handy," English Language Teaching, 1 (Mar., 1947): 131-135.

Using the example, "That will come in handy," Palmer delightfully points out that the student needs to know if what he has to learn is a "collocation" that he must memorize as a unit, or a minor pattern with only a few similar examples, or a major pattern which can be learned with substitution tables.

[197]

"H. E. Palmer" Biographical notes by A. S. HORNBY and D. JONES. English Language Teaching, 4, no. 4 (Jan., 1950): 87-92.

Sketch of Palmer's life on occasion of his passing. Mentions his major contributions.

[198]

PATTISON, BRUCE. "English as a Foreign Language in the University of London," English Language Teaching, 6 (spring, 1952): 75-79.

Mentions the great demand for English teaching in the World and describes the program for teachers of English as a foreign language at the Institute of Education of the University of London.

[199]

PIKE, EUNICE V. "Recognition of Can and Can't," Language Learning, 2, no. 2 (1949): 41-43.

Spanish speakers have difficulty hearing the difference between can and can't in rapid American speech. By concentrating on the glottal stop in the reduced t of can't in various hearing practices a student learns to hear the difference between the affirmative and the negative.

[200]

PITTMAN, G. "The Drill Situation," English Language Teaching, 7, no. 4 (summer, 1953): 124-130.

Describes in detail oral practice techniques consisting of a model pattern by the teacher with the use of dramatization and realia to elicit production of the pattern by the students. The teacher points at different students to indicate a change in the situation requiring substitutions in the pattern. Objects and, in one case, pictures are also used to elicit variations in the pattern. Based on the teaching of English to immigrants in Australia.

[201]

PITTMAN, G. A. "The Teaching of English to Non-English Speaking New Australians," English Language Teaching, 6, no. 3 (spring, 1952): 97-103.

Describes the large-scale program of instruction (90,000 adults) organized for displaced persons entering Australia since 1947.

[202]

QUINAULT, R. J. "English by Radio," English Language Teaching, 1 (1947): 119-124.

Describes the lessons broadcast by the British Broadcasting Corporation in its European Service. They began under Vernon D.



Baker in 1942 as conversations at an advanced level and later branched out into elementary and advanced levels. The broadcasts are intended not as a full course in themselves but as a supplement to students who are taking courses with a teacher.

[203]

REED, DAVID W., LADO, ROBERT, and SHEN, YAO. "The Importance of the Native Language in Foreign Language Learning," Language Learning, 1, no. 1 (1948): 17-23.

Discusses pronunciation problems encountered by speakers of Mandarin Chinese, Spanish, and Brazilian Portuguese in learning English. Each set of problems is determined by the native language of the students. Phonemic charts of English, Spanish, Chinese and Portuguese are given. Ten-item selected bibliography.

[204]

ROJAS, PAULINE M. "The Teaching of English as a Modern Foreign Language," College English, 9 (Mar., 1948): 322-326.

Discusses the neglect of the linguistic and cultural problems of "bilingual" children and adults. Mentions the emergence of English as a foreign language as a new field requiring special training. Describes the work of the English Language Institute of the University of Michigan in applying modern advances in linguistic science to the teaching of English to Spanish-speaking foreign students in U. S. universities. Mentions courses for teachers of English as a foreign language at the University of Michigan and at Teachers College, Columbia University, etc.

[205]

ROJAS, PAULINE M. "They Teach English in Puerto Rico, Don't They?" Language Learning, 4, no. 1-2 (1951-2): 3-11.

Describes in an interesting conversational style the new approach to teaching English in the public schools of Puerto Rico. Gives illustrations of an actual lesson aiming at control of oral and written English. Gives an insight into the difficulties which the teacher and the Department of Education have to face.

[206]

SANTOS, MARIA Q. "Simple Question with Be for Pampango Speakers," Language Learning, 5, no. 1-2 (1954): 61-63.

Structural comparison of patterns of sentences in English with those of Pampango, one of the languages spoken in the Philippines, with resulting description of difficulties to be encountered by the students.

[207]

SAVAIANO, GERALDINE FARR. "The Teaching of English in Latin America," Modern Language Journal, 34 (Jan., 1950): 51-54.

Describes the teaching of English in the Instituto Pan-Americano of Panama City and in the Lima High School in Peru, Methodist schools where English is used half of the day and Spanish the other half from the first grade up. High motivation for learning English is credited for results.

[208]

SCHUELER, HERBERT. "English for Foreign Students," Journal of Higher Education, 20, no. 6 (1949): 309-316.

Describes the program in English and orientation for foreign students at Queens College.

[209]

SHEN, YAO. "Initial /r/ in American English and Mandarin Chinese and How to Teach it," Language Learning, 2, no. 2 (1949): 47-55.

Compares the articulation of English and Chinese /r/ and describes exercises for Chinese speakers learning English. The exercises proceed in graded sequence from the nearest sound in Chinese to the English sound. Emphasis on the lip-rounding quality of English /r/. Also describes exercises on Chinese /r/ for American English speakers.

[210]

SHEN, YAO. Review of Modern Methods of Teaching English as a Foreign Language; A Guide to Modern Materials With Particular Reference to the Far East, by Anne Cochran. Language Learning, 5, no. 1-2 (1954): 70-74.



[211]

SHEN, YAO. "Some Departures from Strict Phonemic Analysis," Language Learning, 4, no. 3-4 (1952-3): 83-91.

Phonemes in one language can be phonetic differences in another. If submembers of a phoneme are not found in the student's native language, such submembers have to be taken up as separate items in the language class.

[212]

SHEN, YAO. "Two English Modification Patterns for Chinese Students," Language Learning, 1, no. 4 (1948): 19-22.

One-word modifiers in English precede the noun they modify; word groups as modifiers usually follow the noun they modify. In Chinese both kinds of modifiers precede the noun head. Comparison and oral technique to teach Chinese speakers the English pattern as a habit.

[213]

SHEN, YAO. "Why no Translation?" Language Learning, 3, no. 3-4 (1950): 99-105.

Gives examples from Chinese and English to support the thesis that translation is not an adequate teaching technique.

[214]

SIMKO, J. "Broadcast Lessons in English from Bratislava, 1946," English Language Teaching, 3, no. 4 (Jan., 1949): 105-108.

Reports on a series of lessons broadcast in the eastern part of Czechoslovakia.

[215]

SPENCER, D. H. "More Advanced Teaching," English Language Teaching, 5, no. 1 (Oct., 1950): 20-23.

Gives often-mentioned suggestions for teaching advanced students. Included are reading a play, precis writing, reading books at home, keeping a diary.

[216]

SPENCER, D. H., and JAGO, I. E. "The Importance of Interest in Language Learning," English Language Teaching, 5, no. 4 (Jan., 1951): 103-108, and no. 5 (June, 1951): 130-136.

Discusses interest as coming from systematic presentation of language (sounds, grammar, vocabulary) and from a lively and stimulating presentation (story, vivid description, conversation, humour, emotion). Reports on a survey of opinion of one hundred Spanish-speaking adults learning English. A wide difference was found between what the students considered interesting and what they considered useful. Favors lively presentation of useful material.

[217]

STEVIK, EARL W. "Picture-Pattern Stories for Teaching English Structure," Language Learning, 3, no. 1-2 (1950): 34-37.

The use of a still picture and a story connected with it to teach a structure pattern and its meaning.

[218]

STREATFIELD, H. D. "Notes on the Position of the Adverb," English Language Teaching, 3, no. 2 (Oct., 1948): 40-47.

Describes the positions of adverbs, and an exercise for students.

[219]

STREVEN, PETER. "Spoken English in the Gold Coast," English Language Teaching, 8, no. 3 (spring, 1954): 81-90.

Discusses special features of the pronunciation of English in the Gold Coast, where English is the official language but has to be learned at school as a second or foreign language. Describes the teaching of English phonetics at the university level. The students strive to achieve intelligibility by imitating Received Pronunciation but are permitted to maintain some of the features of their Gold Coast pronunciation. Controlled tests showed higher intelligibility of words even among native students when Received Pronunciation was used.



[220]

SVARTENGREN, Dr. T. H. "English Language Studies in Sweden," English Language Teaching, 2, no. 6 (Mar., 1948): 153-162.

Briefly surveys the rising popularity of English and teacher preparation, textbooks, universities, university extension work, and research.

[221]

"Teaching English to European Volunteer Workers," Times Educational Supplement, no. 1760 (Jan. 22, 1949): 57.

Courses of six to eight weeks duration in England for volunteer workers from Europe. B. L. Vulliamy used his own textbook, a variant of the Berlitz method, and I. A. Richards and C. M. Gibson used their textbooks and audio visual aids.

[222]

"Text Simplification and Reading Matter," English Language Teaching, 1 (Jan., 1947): 59-60.

Vocabulary control alone does not insure simple reading matter; syntax and the meanings of the words and collocations used should also be simplified if the difficulty of the material is to be graded.

[223]

TIBBITTS, E. L. "Pronunciation Difficulties: Corrective Treatment," English Language Teaching, 1 (1946-7): 50, 78-79, 109-111, and 167-169; and 2 (1947-8): 47-49, 162-166.

A series of short articles on the teaching of pronunciation to non-English speakers. The separate topics are (1) English spelling and English pronunciation, (2) the I. P. A. broad transcription, (3) Intonation, and (4) Vowels numbers one and two [i:] and [i]. Follows Armstrong and Ward on intonation. British English pronunciation. Volume II: (5) English t and the aspiration of p, t, k. (7) Vowels [e] and [a].

[224]

TOWSEY, ALAN. "Descriptive and Prescriptive Grammar in Language Study," English Language Teaching, 6, no. 4 (summer, 1952): 133-137.

Favors descriptive grammar in the analysis and codification of a language by the linguist, but in teaching students one must select what is to be taught and therefore one becomes prescriptive in a sense. Favors "the authority of normative grammars and dictionaries based solely on educated usage, exercised always with tolerance born of knowledge of the nature and tendencies of language."

[225]

TRAVIS, J. E. "The Gramophone in Language Teaching," English Language Teaching, 1 (1947): 96-100.

Points out advantages in using gramophone recordings as models to be studied in detail. Describes the presentation of a recorded text. Procedure: listen through while reading, then go back, examine each phrase in minute detail, then imitate.

[226]

TRAVIS, J. E. "The Use of the Film in Language Teaching and Learning," English Language Teaching, 1 (May, 1947): 145-149.

Limitations and advantages of motion pictures. Favors natural conversational action over the pointing and demonstration type. Repetition is an important advantage offered by the film.

[227]

TROTTER, P. C. "Conventional Responses," English Language Teaching, 4, no. 3 (Dec., 1949): 67-77.

Describes and in part reduces to formulas the patterns of "conventional responses" and "tags" (e. g. It is, isn't it?). Describes a dialogue-type exercise in which one speaker uses these conventional responses exclusively.

[228]

TROTTER, PHILIP. "Inchoative Verbs," English Language Teaching, 3, no. 4 (Jan., 1949): 96-100.

Describes the uses and meanings of such verbs as become, grow, get, turn to, take to, begin to, etc.



[229]

WALLACE, BETTY JANE. "A Technique for Teaching Post-vocalic American English [1] to Spanish Americans," Language Learning, 1, no. 2 (1948): 22-25.

Uses imitation of the teacher with an intrusive neutral vowel before the [1] to achieve the desired pronunciation.

[230]

WALLACE, BETTY J. "Pronunciation as a Two-Fold Process," Language Learning, 2, no. 2 (1949): 44-46.

Emphasizes the need to practice recognition as well as production of the foreign speech sounds. Describes a technique for practice in the recognition of minimal sound contrasts. Based on the materials of the English Language Institute of the University of Michigan.

[231]

WOLFF, HANS. "Partial Comparison of the Sound Systems of English and Puerto-Rican Spanish," Language Learning, 3, no. 1-2 (1950): 38-40.

Brief description of the difficulties of Puerto-Rican students in learning the consonants of English.

[232]

WEST, M. P. "Catenizing," English Language Teaching, 5, no. 6 (July, 1951): 147-151.

Attacks catenizing as unnatural. Catenizing is described as study of words in sets, e. g. numbers, days of week, the months, parts of the body, etc. Advocates a situation approach in which the vocabulary is chosen to fit a "natural" (e. g. a story) situation.

[233]

WEST, MICHAEL. "How Much English Grammar?" English Language Teaching, 7, no. 1 (autumn, 1952): 14-20.

Criticises the over-emphasis often placed on formal grammar. This over-emphasis is encouraged by teachers who do not know the language and by examiners and administrators with out-

ideas. Criticizes the teaching of obsolete grammar, of grammar in too large a vocabulary, and grammar which is not grammar but vocabulary. Favors the teaching of grammar in meaningful situations within a limited vocabulary.

[234]

WEST, MICHAEL. "Simplified and Abridged," English Language Teaching, 5, no. 2 (Nov., 1950): 48-52.

Gives West's views on what constitutes good and bad simplification and abridgement of texts for supplementary readers. Considers a vocabulary of 2,000 words "good enough for anything, and more than one needs for most things."

[235]

WEST, MICHAEL. "The Technique of Reading Aloud to a Class," English Language Teaching, 8, no. 1 (autumn, 1953): 21-24.

Interesting short article in which West mentions some common failures in reading aloud to language classes and gives instructions on how to read aloud successfully by gathering 6 to 10 words at a glance and speaking them more slowly to the pupils.

[236]

WEST, MICHAEL. "Types of Exercise in Language Teaching," English Language Teaching, 1 (Mar., 1947): 139-142.

Describes nine types of exercises: (1) the simple substitution table, (2) the conditioned substitution table requiring lexical matching, (3) picture questions which may be based on simple pictures (e.g. M for a man, W for a woman, WW for two women, etc.), (4) the picture story in which the object is not an artistic picture but simply a memory stimulus, (5) the paragraph question: a situation is presented in one of various ways, and questions are asked about it, (6) "do and say": the student obeys an order and says what he is doing, (7) completion, (8) replacing a phrase, and (9) definition.

[237]

WEST, MICHAEL. "Vocabulary Selection and the Minimum adequate Vocabulary," English Language Teaching, 8, no. 4 (summer, 1954): 121-126.



In answer to a number of criticisms of and queries about A General Service List of English Words, edited by West, he explains the kinds of words selected for the list and the use of Irving Lorge's and Thorndike's semantic word-counts for the selection of meanings for each word. West recommends that each teacher prepare a "Minimum Adequate Vocabulary" adapted to the age, sex, education, and interests of his pupils, and he gives suggestions on how to proceed on such a list and what use to make of the General Service List.

[238]

WEST, M. P. "Vocabulary Selection for Speech and Writing (I)," English Language Teaching, 4, no. 1 (Oct., 1949): 17-21.

Discusses criteria to be used by the learner in determining whether or not he should remember and use a word or phrase, i. e. master it. Learning effort and value of the item should be considered. Examples are rated yes, no, or late (to be learned by advanced students only).

[239]

WEST, M. P. "Vocabulary Selection for Speech and Writing (II), The Subject Words," English Language Teaching, 4, no. 2 (Nov., 1949): 41-45.

The second of three articles on vocabulary selection. This one deals with content words, i. e., names of things and actions, which Michael West calls "subject" words. He favors learning only those words which the student is going to use "soon and often." A good set of "defining" words will do for other situations. Two techniques for learning subject words are presented: one, to use a word in questions and answers about its location, etc.; the other, to learn subject words in groups in connection with a picture.

[240]

WEST, M. P. "Vocabulary Selection for Speech and Writing (III), The Heavy Words and Their Idioms," English Language Teaching, 4, no. 3 (Dec., 1949): 62-67.

"Heavy words" are those which have a great many different meanings not always closely related. The structural words and

very common words (back, arm, etc.) are considered heavy words by West. He estimates that there are about 500 of these and they account for three quarters of the work in learning to speak English, less in learning to read and understand. West favors selecting "idioms" only when they are very common or are not a learning problem, otherwise a new word should be chosen instead of the idiom. The word put is discussed by way of illustration.

[241]

WEST, M. P. "What Would You Do?" English Language Teaching, 7, no. 4 (summer, 1953): 135-137.

Describes briefly how to teach a large class of pupils (fifty or more). Gives procedures when the aim is just reading, and when it is understanding spoken English. Describes the method he once used when teaching a large group of adults to speak English.

[242]

WOOD, FREDERICK T. "Some Observations on the Use of the Prop-Word 'One'," English Language Teaching, 6, no. 2 (winter, 1952): 46-54.

Attempts to describe in detail various uses of "one" on the basis of grammatical and stylistic considerations. Traditional approach.

[243]

WOOD, FREDERICK T. "'That' and 'Which' as Relative Pronouns," English Language Teaching, 7, no. 1 (autumn, 1952): 8-14.

A study of the frequency of usage in writing of 'that' and 'which', with a rather elaborate attempt to describe when to use one or the other. Finds that 'which' is more frequent than 'that' in "defining" clauses.

[244]

YEATON, ROBERT. "Community Language Tutors," News Bulletin, Institute of International Education (Jan., 1954): 29-31.

Mentions a program at Pasadena City College where volunteer tutors from the community help non-English speakers with their English and with integration to community life.



## Journals

[245]

English Language Teaching. Published four times a year by the British Council, 65 Davies Street, London.

Articles and book reviews representing the British school in English as a foreign language. Questions submitted by readers are discussed by A. S. Hornby in "The Question Box." Reviews of textbooks published in England.

[246]

Language Learning; A Journal of Applied Linguistics. Ann Arbor, Michigan: Research Club in Language Learning, 1522 Rackham Building. Four numbers per volume.

Publishes more articles on the teaching of English as a foreign language than any other journal in the United States. Deals with the application of advances in structural linguistics to the practical problems of learning foreign languages. Articles, bibliographies, and reviews of new books for language teachers.

## Bibliographies

[247]

BROWN, M. GORDON, and RUSSELL, JANE M. A Bibliography of Materials for the Teaching of English to Foreigners. Washington, D. C.: U. S. Office of Education, 1946. Bulletin No. 20. For sale by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. iv, 24 p.

A welcome reference when it appeared. Selective. Annotated. Entries are classified according to the native language of the students.

[248]

Cincinnati Public Library. Readers' Bureau. Books for Adult Beginners, Grades 1 to 7. Revised edition. Chicago: American Library Association, 1946.

[249]

COOK, Mrs. KATHERINE M. (O'Brien), and REYNOLDS, FLORENCE E. Good References on Language Handicaps of Non-English-Speaking Children from Non-English-Speaking Homes. U. S. Office of Education Bulletin No. 23 (revised). Washington, D. C.: U. S. Government Printing Office, 1938. 14 p., annotated.

[250]

JEWETT, ARNO, and JOHNSTON, MARJORIE C. References for Teachers of English as a Foreign Language. Circular No. 401. U. S. Department of Health, Education, and Welfare; Office of Education, Washington 25, D. C., August, 1954. 6 p.

This is a recent list containing 59 entries, 13 of them annotated. The entries are classified into five parts: Books on Theory and Practice: 20 entries, including foreign language teaching in general. Articles and Pamphlets: 23 entries. Recent Textbooks in English for Foreign Students: 10 entries, annotated, all U. S. Journals: 3 entries. Tests: 3 entries.

[251]

REINDORP, REGINALD C., BOSWELL, BERNICE M., and SANCHEZ, GEORGE I. References for Teachers of English as a Foreign Language--A Bibliography. Inter-American Education, Occasional Papers, IV. Austin, Texas: The University of Texas Press, 1949. 30 p.

Books, articles, sources of realia. Not annotated.

[252]

Selected Bibliography and Notes on Intensive Training for Non-Professional Workers in the Field of Teaching English to Newly-Arrived Foreign Born. National Council on Naturalization and Citizenship, Committee on Education, New York, N. Y. Revised edition, November, 1951. 17 p., mimeographed.

Intended for the part-time occasional volunteer teacher who wishes to help immigrants and who is not planning to continue in the field professionally. Not annotated. The listings do not necessarily represent a selection of what is best in the field. Eleven of the seventeen pages of this booklet are devoted to elementary notes on how to teach a "direct method" lesson.



[253]

Selected Bibliography for Teaching English to the Newly-Arrived Foreign-Born. National Council on Naturalization and Citizenship, Committee on Education, New York. Revised edition, November, 1951. 9 p., mimeographed.

Largely duplicates the Selected Bibliography and Notes on Intensive Training for Non-Professional Workers... listed above. The present item is exclusively a list, without the notes on teaching, and it includes a number of titles not given in the former. The last two pages, which constitute a "November 1951 Supplement to the March 1950 Edition," are identical in both lists.

[254]

TALBOT, WINTHROP. Teaching English to Aliens, A Bibliography of Textbooks, Dictionaries and Glossaries and Aids to Librarians. Bulletin 1917, No. 39. Bureau of Education, Department of the Interior. Washington: Government Printing Office, 1918. 76 p.

Includes an introduction, a word on teaching methods, and general textbooks for people of various nationalities who are learning English.

[255]

Textbooks for the Teaching of English as a Foreign Language, Book List No. 1. Supplement to English Language Teaching, Spring 1954. London: The British Council, 65 Davies Street. 13 p.

This is announced as the first of two lists of books on English language. The second list, to be published as a supplement to a later issue of English Language Teaching, will contain "particulars of English language courses." This first list contains 52 entries annotated and classified into four parts: (1) General; (2) Grammar and Composition, (3) Phonetics and Intonation, and (4) Dictionaries. Coverage is restricted to British publications by British authors with the exception of Otto Jespersen and F. Gouin.

[256]

The Cumulative Book Index. World list of Books in the English Language. Author, Title and Subject Catalog in One Alphabet. New York: The H. W. Wilson Company.

Has comprehensive section on "English language" and under it on "Textbooks for foreigners" classified according to native language background. Not annotated.



C

TESTS AND TESTING

Books

[257]

BUROS, OSCAR K., Editor. The Fourth Mental Measurements Yearbook. Highland Park, N. J.: The Gryphon Press, 1953. xxiv, 1163 p.

The most complete reference book on published tests and on literature about testing. It is the seventh in a series of publications on the same subject edited or compiled by O. K. Buros since 1935. 825 pages are devoted to tests and reviews, and 267 pages deal with books and reviews. This volume covers the period 1948 through 1951. In addition to listing in detail the tests, their parts and cost, it contains 596 original test reviews, 53 excerpts from test reviews in 15 journals, and 4,417 references on the construction, validity, use, and limitations of specific tests. The yearbook attempts to list all commercially available tests--educational, psychological, and vocational--published as separates in English speaking countries during the period covered. This volume has a section on English as a foreign language listing three tests and reviewing one. The section on books and reviews lists 429 books on measurement and closely related fields and 758 excerpts from book reviews in 121 journals. This section also represents an attempt to list all measurement books published in English-speaking countries during the period covered.

[258]

LADO, ROBERT. Measurement in English as a Foreign Language with Special Reference to Spanish-Speaking Adults. University of Michigan doctoral dissertation. Ann Arbor: University Microfilms, 1951. 274 p.

Describes the development of aural comprehension, aural perception, structure, and oral production tests at the English Language Institute of the University of Michigan. Application of linguistic science to tests. Objective findings on rate of learning, range, age factor, etc. Samples of the tests. Eight-page bibliography.

[259]

LINDQUIST, E. F., editor. Educational Measurement. Washington: American Council on Education, 1951. xix, 819 p.

A comprehensive handbook and textbook on the theory and practice of educational measurement. For advanced training of measurement workers. Chapters written by leaders in the field. Part One: The functions of Measurement in Education. Part Two: The Construction of Achievement Tests. Part Three: Measurement Theory.

[260]

RIVAS, DANIEL J. A Handbook of Competitive Examinations for Teachers of English. Volume I, First Exercise (First Edition). Havana, Cuba: Editorial Luz-Hilo, 1950. xv, 151 p.

Intended for Cuban teachers preparing to take the competitive examinations administered by the Cuban Ministry of Education. Essays giving the author's answers to the questions of the examination as samples of the kind of answers expected.

[261]

VILLAREAL, JESSE J. A Test of Aural Comprehension of English for Native Speakers of Spanish. Doctoral dissertation, Northwestern University, 1947.

Discusses the preparation of two equivalent forms of a test of aural comprehension consisting each of ten short selections and five dialogues. Not published separately from the dissertation.

## Articles

[262]

ANDERSON, D. F. "Tests of Achievement in English Language," English Language Teaching, 8, no. 2 (winter, 1953): 37-68.

A survey and discussion of tests and the principles of testing with special attention to English as a foreign language. Describes various techniques for testing aural comprehension, reading, vocabulary, composition, correct usage, word order, spelling, and speech. Includes American tests.



[263]

- KIDDLE, LAWRENCE B. Review of English Language Test for Foreign Students by Robert Lado. Language Learning, 4, no. 3-4 (1952-3): 123-125.

Discusses its linguistic and practical features.

[264]

- LADO, ROBERT. "A Practical English Language Test for Foreign Students," News Bulletin, Institute of International Education. New York, (April, 1951): 16-17.

Brief mention of need to test foreign students on their control of English, some available tests, and a word about the English Language Test for Foreign Students by Robert Lado.

[265]

- LADO, ROBERT. "Linguistic Science and Language Tests," Language Learning, 3, no. 3-4 (1950): 75-82.

A discussion of the contribution that structural linguistics can make in the improvement of foreign language testing.

[266]

- LADO, ROBERT. "Phonemics and Pronunciation Tests," Modern Language Journal, 35, no. 7 (Nov., 1951): 531-542.

Outlines a step by step application of phonemic theory to the testing of pronunciation. Establishes a phonemic criterion for determining correct and incorrect responses. Describes various successful techniques for testing pronunciation in English as a foreign language.

[267]

- LADO, ROBERT. "Survey of Tests in English as a Foreign Language," Language Learning, 3, no. 1-2 (1950): 51-66.

Describes (1) the Educational Testing Service Examination for Foreign Students, (2) various tests of the English Language Institute of the University of Michigan, (3) a vocabulary test from Queens College, (4) the Inter-American Tests, (5) several tests from the Investigation of the Teaching of a Second Language,

(6) the U. S. Department of State English Proficiency Examination, and (7) the Villareal test for Spanish-speaking students. Seventeen-item bibliography of tests in English as a foreign language.

[268]

LADO, ROBERT. "Testing Control of the Structure of a Foreign Language," Language Learning, 4, no. 1-2 (1951-2): 17-35.

Presents a Structural approach to the problem: The location of specific difficulties by comparing the structure of the foreign language with that of the native language. Describes various practical techniques to test structure on the recognition and production levels.

[269]

LADO, ROBERT. "The Relation of Entrance Level to Rate of Progress in Aural Comprehension," Language Learning, 2, no. 4 (1949): 105-112.

Establishes the fact that the rate of learning decreases as the proficiency level at the beginning of a course increases. Describes a simple method to reduce all improvements to a comparable mean improvement unit that partly eliminates this effect of entrance level. Based on findings at the English Language Institute of the University of Michigan.

[270]

LORGE, I., and DIAMOND, L. K. "The English Proficiency of Foreign Students (Judged by the Records of Students with Different Linguistic Backgrounds)" The Journal of Higher Education, 25, no. 1 (Jan., 1954): 19-26.

Reports a study of the performance of 456 foreign students who took Form B of the English Examination for Foreign Students developed in the Institute of Psychological Research (Teachers College, Columbia University). The data is interpreted for three things: (1) Relative rank of ten native-language groups. (2) Differences among the ten native-language groups in their performance on various parts of the section on usage. And (3) relative performance of the groups on words etymologically related to their native languages and on words not so related. Findings: The composite relative rank of the ten groups is, from



best to weakest, Germanic, Baltic, Oriental, Romance-non-Spanish, Semitic, Slavic, Spanish, Finno-Ugric, Indo-Iranian, and Greek. The performance of the ten groups on the sections on usage showed different patterning in connection with the groups of items that each linguistic background found difficult. The Romance language group did better on words of Latin origin than on words of Germanic origin. The Greek, Germanic, Finno-Ugric and Slavic groups performed significantly better on words of Greek origin than they did on the total test. The conclusion is drawn that some language groups are favored on English tests. In general the findings tend to confirm the linguistic assumption that the native language is the chief source of ease and difficulty for the foreign speaker learning English. Pronunciation was not tested, nor is it mentioned in the article. Grammar is dealt with from the usage point of view.

[271]

MANUEL, HERSCHEL T. "The Use of Parallel Tests in the Study of Foreign Language Teaching," Educational and Psychological Measurement, 13, no. 3 (autumn, 1953): 431-436.

Suggests the use of parallel tests such as the Cooperative Inter-American Tests in English and Spanish for comparison of student achievement in his native language and in the foreign language. Describes an experiment with students of Spanish at the University of Texas. The scores in Spanish were much lower than those in English. A positive correlation of .59 was found between achievement in English and in Spanish by the same pupils.

[272]

MANUEL, HERSCHEL T. "Results of a Half-Century Experiment in Teaching a Second Language," Modern Language Journal, 36, no. 2 (Feb., 1952): 74-76.

Based on a more extensive report, The Teaching of English in Puerto Rico by Robert H. Fife and Herschel T. Manuel, published by the Department of Education, San Juan, Puerto Rico. Summary of results obtained with the administration of the Inter-American Tests in urban, rural and private schools in Puerto Rico. Compares achievement in English and Spanish among Puerto Rican students and with students in sections of the continental United States.

[273]

WEST, MICHAEL P. "Examinations in a Foreign Language," English Language Teaching, 6 (winter, 1952): 60-63.

Criticizes current examination practices in England and abroad which measure knowledge about the language rather than of the language. Favors examinations that "would compel the good teacher to produce not facts but skill."

[274]

WYATT, T. S. "The Examinations in English of the Cambridge University Local Examinations Syndicate," English Language Teaching, 1 (Mar., 1947): 125-130.

Describes the examination for the Lower Certificate in English, the Certificate of Proficiency in English, and the Diploma of English Studies. The oldest, the Certificate of Proficiency, was instituted in 1913 for foreign students who planned to teach English in their native lands. This examination comprises an oral test and three written papers on English language, translation, and the candidate's field of interest. The examination for the Lower Certificate in English was instituted in 1939 for candidates who had not yet reached Proficiency standard. The examination for the Diploma of English Studies was established in 1945 at the request of the British Council in order to provide an advanced standard beyond Proficiency level. Both the Certificate of Proficiency in English and the Diploma of English Studies are approved by the Minister of Education. Since 1931 the examinations for the Certificate of Proficiency have been administered in countries other than England itself.

#### Tests

[275]

DAVIS, A. L. Diagnostic Test for Students of English as a Second Language. Washington: Educational Services, Inc., 1953. Test booklet, 9 p. Self-scoring answer sheet. Instructions for administering the Test.

150 three-choice items in which three words or phrases are given in parenthesis, and the student is asked to indicate which



one is correct. Section I deals with grammar exclusive of word forms. Section II is devoted to verbs, and Section III is "idiomatic vocabulary." No reliability is indicated. The answer sheet consists of two sheets stapled together with carbon paper between them. The student's mark goes through to the second sheet where the correct answers are printed.

[276]

English Examination for Foreign Students: Including a Test of Non-Verbal Reasoning. For applicants from non-English speaking areas applying to American colleges; 1947; 7 scores; 3 parts; phonograph records (78 rpm) for the aural comprehension part. Booklet of sample questions available. 305 minutes in two sessions.

(a) Book 1; 4 scores: reading comprehension, aural comprehension, pronunciation, total; separate answer sheets must be used; 140 to 155 minutes. (b) Book 2: English Composition. Forms A, B; no norms; 40 minutes. (c) Book 3; 2 scores: scientific vocabulary, nonverbal reasoning; separate answer sheets must be used; 90 to 105 minutes. Educational Testing Service, Princeton, N. J.

[277]

LADO, ROBERT. English Language Test for Foreign Students. Ann Arbor: Wahr Publishing Co., 1951. 16 p. Descriptive folder, 4 p. separate answer sheets, punched stencils for scoring.

Measures proficiency in English by foreign students. Samples the use of significant sounds, structures, and words of English. Completely objective; can be given and scored by an untrained person. Descriptive folder free on request. Reliability .95. Correlation with combined Aural Comprehension, Aural Perception, and Structure tests of the English Language Institute of the University of Michigan, .89. Suggestions for interpreting the scores are given in the descriptive folder. Reviewed by L. B. Kiddle in Language Learning, 4, no. 3-4 (1952-53): 123-125. Reviewed in the Fourth Mental Measurements Yearbook, edited by O. Buros.

[278]

LADO, ROBERT. Test of Aural Comprehension for foreign students. Ann Arbor: English Language Institute, 1946. Forms A, B, and C. Test booklets, examiner's material, separate answer sheets, punched stencil for scoring.

Measures understanding of spoken English objectively. Approximately 45 minutes administration time. Wide range of difficulty from elementary to advanced in same test. Reliability .87 to .88. Validity correlation with composite opinion of eight judges .85. Proficiency norms. Progress norms.

[279]

LADO, ROBERT, and ANDRADE, RICHARD D. Test of Aural Perception in English for Japanese Students. First Edition. Ann Arbor: English Language Institute of the University of Michigan, 1950. ii, 23 p. Answer sheets separate.

A test to measure the proficiency of Japanese students in hearing the significant sounds of American English. Completely objective scoring. Requires oral reading by the examiner. The examiner's booklet discusses the testing technique, the procedures in locating the problems to be tested, and the diagnostic data obtainable with the test. Contains the test, a sample answer sheet, the scoring key, instructions, and a six-item bibliography.

[280]

MANUEL HERSCHEL T., Director of Test Construction. Cooperative Inter-American Tests: English Edition. Prepared under the auspices of the Committee on Modern Languages of the American Council on Education. Princeton and Los Angeles: Educational Testing Service, 1950. Separate answer sheets adapted to machine scoring.

This series comprises (1) Tests of General Ability, (2) Tests of Reading, (3) Tests of Natural Sciences, (4) Tests of Social Studies, and (5) Tests of Language Usage. The Tests of General Ability and the Tests of Reading have separate forms for Primary Level (grades 1-3), Intermediate Level (grades 4-7) and Advanced



Level (grades 8-13). All the tests have equivalent A and B forms. Parallel forms are available in Spanish. The experimental forms were tried extensively in Puerto Rico with some 20,000 pupils, and in the continental United States.

## DICTIONARIES

[281]

The Advanced Learner's Dictionary of Current English. New edition of A Learner's Dictionary of Current English, by Hornby, Gatenby and Wakefield. London: Oxford University Press. 1,554 p., 90,000 headwords, plus derivatives. 1,400 illustrations.

See A Learner's Dictionary of Current English.

[282]

The American College Dictionary. Edited by Clarence L. Barnhart with the assistance of 355 authorities and specialists. New York: Random House, 1947. xl, 1432 p.

An up-to-date desk dictionary prepared by many scholars, editors, and specialists. Definitions arranged from more frequent meanings to less frequent ones utilizing the Lorge-Thorndike Semantic Count. Pronunciation key using forty-five symbols as compared with over sixty-eight in the Webster's New Collegiate Dictionary. Brief etymologies, synonyms, illustrations, geographic names etc. See review by Albert H. Marckwardt in Language Learning, 1, no. 3 (1948): 33-34. Also, "The Use of Dictionaries in Language Teaching," by Archibald Hill in Language Learning, 1, no. 4 (1948): 9-13.

[283]

The Duden Pictorial Encyclopedia in Five Languages: English French, German, Italian, Spanish. New York: Published by the Murray Printing Company for Frederick Ungar Publishing Company, 1943. Approx. 2703 p., 348 plates.

Line drawings representing 10,250 different expressions (about 30,000 homonyms and synonyms) taken from various special vocabularies and from everyday life. Mostly nouns. The items are classified into such categories as man, family, home; trades and vocations (agriculture, forestry, fisheries, trade); leisure time (physical training, recreation, amusement); learning, research, creative art, etc. A plate of drawings is followed by pages with the expressions in English, French, German, Italian,



Spanish. The last 615 pages contain separate alphabetical lists of all entries in the five languages with references to the plates. Limited to items that were picturable. Not an exhaustive reference book yet it contains many items that are not found in ordinary dictionaries. May be used in special cases as a supplementary reference book.

[284]

An English-Reader's Dictionary. By A. S. Hornby, E. C. Parnwell. viii, 517 p., 11,000 headwords, plus derivatives. 400 illustrations. London: Oxford University Press, 1952.

For intermediate students. Presents a large number of examples of the usage of words and includes a wider range of meanings and a larger vocabulary than the Progressive English Dictionary. Phonetic transcription of British English "Received Standard" pronunciation of all "headwords".

[285]

An Explaining and Pronouncing Dictionary of Scientific and Technical Words. By W. E. Flood and Michael West. London: Longmans, Green and Co.,

For students who may have only an elementary knowledge of English. Gives meanings of 10,000 scientific and technical words within a limited vocabulary of some 2,000 words, of which 56 are scientific terms, with the addition of 120 other words which may not be familiar to foreign students, and which are defined in the dictionary. Illustrated.

[286]

The General Basic English Dictionary. By C. K. Ogden. New York: W. W. Norton and Company, Inc., 1942. x, 441 p.

Giving "more than 40,000 senses of over 20,000 words, in Basic English."

[287]

The Golden Dictionary. By Ellen W. Walpole. Illustrated by Gertrude Elliott. Prepared under the supervision of Mary Reed. New York: Simon and Schuster, Fifth Printing, 1947. 94 p.

Picture dictionary in full color for English-speaking children. 1030 words; 1500 pictures in color. In addition to the pictures, self-defining sentences are given with each word. The sentences assume that the children understand English. Some limited use may be made of this book with non-English speaking children in the absence of specific materials for them.

[288]

A Learner's Dictionary of Current English. By A. S. Hornby, E. V. Gatenby, H. Wakefield. London: Oxford University Press, Geoffrey Cumberlege, Publisher to the University, 1948. xxvii, 1527 p.

A dictionary especially designed for students whose native language is not English. Simple definitions and many examples illustrating the use of each word in complete sentences. British "Received Standard" pronunciation, using the symbols of the International Phonetic Association. 1406 illustrations. Verbs are classified under the patterns in which they may be used, and these patterns are set out in the introduction.

[289]

The New Method English Dictionary, Explaining the Meaning of 24,000 Items Within a Vocabulary of 1,490 Words. By Michael West and James G. Endicott. Revised Edition. With illustrations. London: Longmans, Green and Co., First published 1935, 3rd edition, 1953. viii, 341 p.

An all-English dictionary for students at the elementary stage of learning English. Uses its own system to indicate pronunciation with the vowels represented by Arabic numerals.

[290]

Oxford English Dictionary; A New English Dictionary on Historical Principles. Edited by Sir James A. H. Murray, Henry Bradley, W. A. Craigie, and C. T. Onions. Oxford: The Clarendon Press, 1888-1928. 10 volumes and supplement.

"The Aim of this Dictionary is to furnish an adequate account of the meaning, origin, and history of English words now in general use, or known to have been in use at any time during the last seven hundred years. It endeavours (1) to show, with regard



to each individual word, when, how, in what shape, and with what signification, it became English; what development of form and meaning it has since received; which of its uses have, in the course of time, become obsolete, and which still survive; what new uses have since arisen, by what processes, and when: (2) to illustrate these facts by a series of quotations ranging from the first known occurrence of the word to the latest, or down to the present day; the word being thus made to exhibit its own history and meaning: and (3) to treat the etymology of each word strictly on the basis of historical fact, and in accordance with the methods and results of modern philological science." (From the Preface to Volume I, page vi). The most comprehensive dictionary of the English language and one that is consulted by every scholar engaged in English language research. The Middle English Dictionary now being published by parts at the University of Michigan under the editorship of Hans Kurath constitutes an expansion of the O. E. D. treatment of the Middle English period. Some research (e. g. the letter L and part of M) has also been completed (but not published) on the Early Modern English Dictionary under the editorship of C. C. Fries at the University of Michigan; this latter project is inactive at present for lack of funds.

[291]

The Picture Dictionary for Children. By Garnette Watters and Stuart A. Courtis. Revised by Doris and Marion Henderson and Barry Bart. New York: Grosset and Dunlap, 1948. 383 p.

5079 words, 1442 pictures. A sentence or two gives the word in a self defining context in addition to the illustrative drawing. This dictionary is designed for children whose native language is English. It assumes that they understand the sentences. Some limited use is possible with non-English speaking children in the absence of specific dictionaries for them.

[292]

The Progressive English Dictionary. By A. S. Hornby and E. C. Parnwell, 320 p. 8,500 headwords, plus derivatives. 400 illustrations. London: Oxford University Press, 1952.

This is the simplest of the three dictionaries edited by A. S. Hornby and others. The other two are A Learner's Dictionary of Current English and An English Reader's Dictionary. The

Progressive English Dictionary is meant for the student who has completed an elementary English course. Accents on "headwords" show how they are stressed, but there is no phonetic transcription.

[293]

Roget's Thesaurus of the English Language in Dictionary Form.

Edited and arranged in dictionary form by C. O. Sylvester Mawson. Garden City, New York: Garden City Publishing Company, Inc., 1940. x, 600 p.

A handy book of synonyms. No definitions.

[294]

Webster's Elementary Dictionary. A Dictionary for Boys and Girls. New York: American Book Company, 1945. xvi, 739 p.

For children in the elementary grades. 38,500 vocabulary entries based on books most frequently drawn from public libraries by boys and girls. Pronunciation based on that of Webster's New International Dictionary, Second Edition. Definition kept simple and tested with elementary school students in the United States. For English-speaking children.

[295]

Webster's New Collegiate Dictionary, Based on Webster's New International Dictionary. Springfield, Massachusetts: G. and C. Merriam Co., 1951. xxiii, 1214 p.

A valuable, up-to-date desk dictionary, the latest edition of the well-known Merriam-Webster's dictionaries. Based on the latest printings of the Webster's New International Dictionary, Second Edition. Definitions arranged by historical order. Pronunciation key using over sixty-eight symbols. Brief etymologies, synonyms, illustrations, geographical names, etc. List of colleges and universities in the United States and Canada. See Albert H. Marckwardt "Whither the Desk Dictionary?" in Language Learning, 2, no. 1 (1949): 25-28. Also James B. McMillan, "Five College Dictionaries," College English, 10 (1949): 214-221.



E

FOREIGN LANGUAGE TEACHING IN GENERAL

Books and Pamphlets

[296]

AGARD, FREDERICK B., and DUNKEL, HAROLD B. An Investigation of Second-Language Teaching. Boston: Ginn and Company, 1948. vi, 344 p.

Volume I of the report of the Investigation on the Teaching of a Second Language. Volume II is Second-Language Learning by H. B. Dunkel. The investigation tested the effectiveness of experimental "oral" classes which attempted to adapt the procedures used in the intensive language courses of the Armed Forces during World War II to regular academic conditions. Presents results from a large-scale testing program. Devotes Chapter VII (pages 247-278) to English as a foreign language. English part of the report reviewed by C. C. Fries, "The Chicago Investigation," Language Learning, 2, no. 3 (1949): 89-99.

[297]

ANGIOLILLO, PAUL F. M. Armed Forces' Foreign Language Teaching; Critical Evaluation and Implications. New York: S. F. Vanni, 1947. vi, 440 p.

A critical survey of the literature on the intensive language courses of the ASTP (Army Specialized Training Program) supplemented by interviews and letters. Describes the methods, testing and measurement of achievement, favorable and unfavorable evaluations of the program, and its influence on foreign language teaching in general. Seventeen-page bibliography.

[298]

BLOOMFIELD, LEONARD. Outline Guide for the Practical Study of Foreign Languages. Published by the Linguistic Society of America (A. A. Hill, Secretary, Institute of Languages and Linguistics, Georgetown University, Washington, D. C.) 1942. 16 p.

A concise practical guide for learning a foreign language from a native speaker when satisfactory textbooks are not available.

Written in clear, non-technical English. It was sent as a guide to those who participated in the ASTP intensive language program and represents a practical approach to language learning suggested by one of the most distinguished leaders of the linguistic movement in the United States.

[299]

COLE, R. D. and THARP, J. B. Modern Foreign Languages and Their Teaching. New York: D. Appleton Century Co., 1937. 342 p. Revised and enlarged edition by James B. Tharp of first edition by R. D. Cole (1931).

A textbook for teachers and future teachers. Makes use of the reports and articles published in connection with the Modern Foreign Language Study and precedes the activity of the linguistic movement. Chapter headings include the development and status of modern language teaching in the United States; objectives; methodology; new type course suggested by the Modern Language Study; reading; vocabulary and idiom; life and literature of foreign countries; realia; grammar; pronunciation and oral work; foreign languages in the junior high school; measurement of achievement; measurement of aptitude; supervision; teacher training; and research and experimentation. Thirty-five pages of bibliographical material appended.

[300]

COLEMAN, ALGERNON. Experiments and Studies in Modern Language Teaching. Compiled for the Committee on Modern Language Teaching. Chicago: The University of Chicago Press, 1934. xi, 367 p.

This is the concluding volume prepared for the Committee on Modern Language Teaching of the American Council on Education. It contains reports by various authors as follows: survey of tendencies in modern language teaching, 1927-33, by R. H. Fife and A. Coleman; attainment by the "reading" method by F. D. Cheydleur; the Milwaukee experiment in reading by A. Coleman and others; foreign language tests by V. A. C. Henmon; a reading vocabulary in French and in Spanish by A. Coleman; comparative frequency list by H. S. Eaton; a syntax count on the French verb by J. D. Bernard and A. Coleman; and the syntax count of contemporary Spanish by H. Keniston. Algernon Coleman favored a



reading method during this period of his career, and the studies show some desire to prove that a reading method was better than eclectic ones. Bibliographies.

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DUNKEL, HAROLD B. Second-Language Learning. Boston: Ginn and Company, 1948. vi, 218 p.

Volume II of the report of the Chicago Investigation of Second-Language Teaching. It completes the report. Volume I is An Investigation of Second-Language Teaching by F. B. Agard and H. B. Dunkel. Volume II discusses Dunkel's views on various problems and factors of language learning in connection with experience gained from the Investigation. Twenty-two page bibliography.

[302]

FIFE, R. H. A Summary of Reports on the Modern Foreign Languages. Issued by the Modern Foreign Language Study and the Canadian Committee on Modern Languages with an Index to the Reports. New York: The Macmillan Company, 1931. vii, 261 p.

A handy compilation of the seventeen volumes produced by the Modern Foreign Language Study. By reading this one volume one will have a general view of the entire study and will be better able to select and read those volumes that are of particular interest to him. The titles of the publications are as follows: Volume I: New York Experiments with New-Type Modern Language Tests by Ben D. Wood. Volume II: A Laboratory Study of the Reading of Modern Foreign Languages by G. T. Buswell. Volume III: A Graded Spanish Word Book by Milton A. Buchanan. Volume IV: Enrollment in the Foreign Languages in the Secondary Schools and Colleges of the United States by C. A. Wheeler and others. Volume V: Achievement Tests in the Modern Foreign Languages by V. A. C. Henmon. Volume VI: Modern Language Instruction in Canada, Part I. Volume VII: Modern Language Instruction in Canada, Part II. Volume VIII: An Annotated Bibliography of Modern Language Methodology by M. A. Buchanan and E. D. MacPhee. Volume IX: German Frequency Word Book by B. Q. Morgan. Volume X: German Idiom List by E. F. Haugh. Volume XI: Spanish Idiom List by H. Keniston. Volume XII: The Teaching

of Modern Foreign Languages in the United States by A. Coleman. Volume XIII: The Training of Teachers of the Modern Foreign Languages by C. M. Purin. Volume XIV: Prognosis Tests in the Modern Foreign Languages. Volume XV: French Word Book by G. E. Vander Beke. Volume XVI: French Idiom List by F. D. Cheydleur. Volume XVII: Studies in Modern Language Teaching by A. Coleman. (Published by the University of Toronto Press, Toronto, Canada.)

[303]

GOUIN, FRANCOIS. The Art of Teaching and Studying Languages. Translated from the French by H. Swan and V. Bétis. Second Edition. London: George Philip and Son. New York: Charles Scribner's Sons. 1892. xxiii, 407 p. (Out of print.)

This book is frankly outdated, but it is historically interesting because it sets forth in detail Gouin's action chains, which consisted of connected actions dramatized by the students while they listened to sentences that described the actions. These exercises became a prominent part of the direct method of learning languages.

[304]

HAGBOLDT, PETER H. Language Learning. Some Reflections from Teaching Experience. Chicago: The University of Chicago Press, 1935. ix, 165 p.

Stimulating discussion of basic concepts and problems of language learning, principles of learning a language, and sample courses in reading, speaking, and writing. Clear, concise summary at the end of the book. Some specific topics treated include language learning, sounds, word image, word meanings, units of speech, analogy, direct and indirect process of association, translation into and from the foreign language (pro and con), eliminating translation, anticipating and supplementing, passive and active knowledge, interdependence of various phases of language, integration, repetition, and types of memory.

[305]

HANDSCHIN, CHARLES H. Modern-Language Teaching. Yonkers-on-Hudson, N. Y.: World Book Company, 1940. vi, 458 p.



Intended as a survey of the field for the modern-language teacher. Attempts to summarize the results of tests, experiments, and findings of the Modern Language Study. Advocates no particular method but favors greater amount of reading materials in teaching. This book appeared before the great activity of the linguistic movement and therefore does not cover it. Chapter headings include a history and survey of modern-language courses in the United States; objectives; methods; assignments, reviews, tests; pronunciation, oral work; grammar; words and idioms; reading; reading for education; visual materials and realia; individual differences; student activities; administrative problems; and teacher training. Thirty-five pages of bibliographical references.

[306]

JESPERSEN, OTTO. How to Teach a Foreign Language. Translated from the Danish original by S. Yhlen-Olsen Bertelsen. New York: The Macmillan Co., 1904. v, 194 p.

This is the Danish linguist's interesting presentation of the direct method which was becoming widely discussed and used at the time of publication. Gives suggestions toward making the foreign language class more lively and meaningful from the point of view of communication. Discusses translation and its limitations, reading, phonetics, and classroom techniques. Simple style. Well informed and full of valuable insights. Brief bibliography of major contributors to the "new" method.

[307]

JOHNSTON, MARJORIE C. "Developments in Teaching Foreign Languages," School Life, 36, no. 8 (May, 1954): 115-116.

Reviews recent highly significant developments in the teaching of foreign languages in elementary schools, high schools, and colleges, including increase of interest, special seminars, reports, meetings, and changes in content and emphasis. Well informed article. Included because it summarizes up-to-date activity.

[308]

PALMER, HAROLD E. The Principles of Language Study. London: George G. Harrap and Co., 1921. 186 p. (Out of print.).

Presents his main views and supports them with various arguments. Examples are drawn from French, German, and English. A synopsis at the beginning of the book discusses briefly each topic, which later becomes a separate chapter. Palmer defends oral control first, concreteness, gradation, etc. Some of the topics discussed are, spontaneous and studious capacities for acquiring speech; importance of the elementary stage; the principles of language-teaching; habit-forming and habit-adapting; accuracy; gradation; proportion; concreteness; interest; order of progression; multiple line of approach; memorized matter and constructed matter.

[309]

PALMER, HAROLD E. The Scientific Study and Teaching of Languages. London: George G. Harrap and Company, 1917. 328 p. (Out of print.).

This is a major work by Palmer and it is a key to all his subsequent contributions. His examples are from French. In this volume Palmer brought to fruition his early experiments in teaching languages, his insights into underlying principles of language study, his knowledge of the linguistics of Sweet, Jespersen, and Breal, and his genius for clear, practical presentation of his views. Following are some of his theses: language-study should be placed on a scientific foundation; language is distinct from literature; an ideal method teaches hearing, reading, speaking and writing; gradation from known to unknown by easy stages is best; learning by heart is the basis of all linguistic study (new combinations are formed from elements learned by heart). He discusses active vs. passive work, the functions of the teacher, the student, and he outlines and gives specimen lessons in French.

[S10]

PARKER, WILLIAM R. The National Interest and Foreign Languages. U. S. Government Printing Office, Washington 25, D. C. xvi, 131 p.

A discussion guide and background work paper based on the findings of the first half of the Foreign Language Program of the Modern Language Association. Topics include: Which Second



Language? Should Language Teachers Also Teach the Foreign Cultures? What Training for Tomorrow's Language Teachers? Foreign Languages and International Understanding; The International Exchange of Persons; The Development of Structural Linguistics; and Language and Area Studies.

[311]

SWEET, HENRY. The Practical Study of Languages; a Guide for Teachers and Learners. London: J. M. Dent and Co., 1899. xiv, 280 p.

A stimulating older book. Written by a linguist with both theoretical and practical knowledge of languages. Henry Sweet's work is a forerunner of present linguistic knowledge. Although out of print, it can be found in many libraries. Some of the issues he discusses are still fully alive today. Following are some of the topics discussed: phonetics; foreign alphabets; begin with the spoken language; difficulties of language; principles of method; grammar; the dictionary; texts; translation; conversation; literature; dead languages; oriental languages; general considerations.

[312]

THARP, JAMES B. "Foreign Languages, Modern." Encyclopedia of Educational Research, Walter S. Monroe, Editor. Revised Edition. New York: The Macmillan Company, 1950. 464-485 p.

Surveys and summarizes the work in the field. Includes material on aims and attainment, prediction of success, transfer of training, ideal age to begin the study of foreign language, placement, reading, vocabulary and idiom, grammar, oral attainment, cultural values, measurement of attainment, method, the "Army method," English as a foreign language, teacher training, and bibliography.

[313]

The Use of Vernacular Languages in Education. (Unesco: Monographs on fundamental education, Vol. 8.) 156 p. Paris, 1953.

Based on the Report of the Unesco Meeting of Specialists on the Use of Vernacular Languages in Education held in Paris in 1951. Discusses the nature of language and its relation to edu-

cation. Presents a survey of the distribution of languages in the world and of the use of vernaculars in education. Contains also seven studies of problems involving languages in education including the Iloilo experiment in the Philippines. Outlines a tentative classification of the languages of the world. Bibliography and index. Reviewed favorably in Language, 30, no. 1 (Jan. - Mar., 1954): 190-193.

#### Journals

[314]

Hispania. A Teachers' Journal Devoted to the Interests of the Teaching of Spanish and Portuguese. Published by the American Association of Teachers of Spanish and Portuguese. Publication Office: Mt. Royal and Guilford Avenues, Baltimore 2, Md. Editorial Office: The Choate School, Wallingford, Connecticut.

[315]

Language Learning. A Journal of Applied Linguistics. Published by the Research Club in Language Learning, 1522 Rackham Bldg., Ann Arbor, Michigan.

[316]

The French Review. Published by the American Association of Teachers of French. Office of Publication: Mount Royal and Guilford Aves., Baltimore 2, Md. Editorial Office: 1309 Carroll Street, Brooklyn 13, N. Y.

[317]

The German Quarterly. Published by the American Association of Teachers of German. Editorial Office: Bush-Reisinger Museum, Cambridge 38, Mass. Publication Office: Van Rooy Printing Company, South Memorial Drive, Appleton, Wis.

[318]

The Modern Language Journal. Published by the National Federation of Modern Language Teachers Associations. Editorial Office: University of Michigan, Ann Arbor, Michigan. Business Office: 450 Ahnaip Street, Menasha, Wisconsin, or 7144 Washington Avenue, St. Louis 5, Missouri.



## Bibliographies

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Annual annotated bibliography in the Modern Language Journal.

Yearly annotated lists appearing from 1916 to the present with the exception of 1920 and 1946-48. For 1920 see C. H. Handschin, "Bibliography of Methods" in his Methods of Teaching Modern Languages (Yonkers-on-Hudson, New York: World Book Co., 1923). For 1946-48 see J. B. Tharp, Bibliography of Modern-Language Methodology 1946, 1947, 1948.

[320]

COLEMAN, ALGERNON, with the assistance of AGNES JACQUES. An Analytical Bibliography of Modern Language Teaching, 1927-1932. Chicago: University of Chicago Press, 1933. xii, 296 p.

[321]

COLEMAN, ALGERNON, with the cooperation of CLARA B. KING. An Analytical Bibliography of Modern Language Teaching, Vol. II, 1932-1937. Chicago: University of Chicago Press, 1938. xviii, 561 p.

[322]

COLEMAN, ALGERNON; KING, CLARA B.; and BALLUFF, CLARE. ROBERT H. FIFE, editor. An Analytical Bibliography of Modern Language Teaching, Vol. III, 1937-1942. New York: King's Crown Press, Columbia University, 1949. xiii, 549 p.

This series was compiled and published for the Committee on Modern Languages of the American Council on Education, Washington, D. C. A comprehensive critical survey of publications in modern language teaching. Covers theses, articles, and books for each five-year period. Gives brief accounts and evaluative comments on contents. Most annotations range from about half a page to two pages. This series together with the earlier Annotated Bibliography of Modern Language Methodology by Buchanan and MacPhee of the Canadian Committee on Modern Languages (University of Toronto Press, 1928) are a useful index to the field.

[323]

THARP, JAMES B. ed., Bibliographies of Modern-Language Methodology 1946, 1947, 1948. Compiled by Richard Williams (1946), Elmira Nelson (1947), Mildred Ellington (1948). College of Education, Ohio State University, Columbus, Ohio, 1952. x, 74 p.



F

LANGUAGE AND LINGUISTICS

Books and Pamphlets

[324]

BLOCH, BERNARD, and TRAGER, GEORGE L. Outline of Linguistic Analysis. Published by the Linguistic Society of America at the Waverly Press, Inc., Mount Royal and Guilford Avenues, Baltimore, Md., 1942. Reprinted 1950. 82 p.

Introductory discussion of phonetics, phonemics, morphology, and syntax. Bibliography.

[325]

BLOOMFIELD, LEONARD. Language. New York: Henry Holt and Company, 1933. x, 509 p.

Comprehensive treatment of the field of linguistic science. The standard text in introductory linguistics courses. Teachers of English as a foreign language will be able to read selected chapters with profit even if they have not had linguistic training. Essential to an understanding of present-day linguistic science in the United States.

[326]

CARROLL, JOHN B. The Study of Language: A Survey of Linguistics and Related Disciplines in America. Cambridge, Mass.: Harvard University Press, 1953. xi, 289 p.

This is the report of a survey made with a grant from the Carnegie Corporation. Various significant movements in modern linguistic science and their implications for foreign language learning are discussed with understanding.

[327]

HALL, ROBERT A., Jr. Leave Your Language Alone. Ithaca, N. Y.: Linguistica, 1950. xi, 254 p.

A discussion of language and linguistic science for the general reader. Some of the chapter headings are, Language Has System; Language Has Sound; Language Has Form; Language Has Meaning;

Language Covers Territory; Language Doesn't Stay the Same;  
Learning Your Own Language; Learning Another Language.

[328]

HARRIS, ZELLIG. Methods in Structural Linguistics. Chicago:  
University of Chicago Press, 1951. xv, 384 p.

The most comprehensive treatise on modern linguistic techniques. "Harris covers or mentions (sometimes only in footnotes ...) nearly every method of research or presentation in descriptive linguistics that had reached print before he wrote, though the bulk of the book after chapter 9 presents mainly Harris's own special methods." (From the review by F. W. Householder, Jr., in International Journal of American Linguistics, 18, no. 4 (Oct., 1952): 260.) Difficult reading; a book for the professional linguist.

[329]

NIDA, EUGENE A. Linguistic Interludes. Glendale, California:  
Summer Institute of Linguistics, Inc., 1947. 176 p.

A primer of linguistics in the form of dialogues. Simple discussion of descriptive linguistics, historical and comparative method, history of linguistics, and relationship to human culture.

[330]

PIKE, KENNETH L. Phonemics: A Technique for Reducing Languages to Writing. University of Michigan Publications, Linguistics, Volume III. Ann Arbor: University of Michigan Press, 1947. Third printing, 1951. xx, 254 p.

A textbook to train students of linguistics in the analysis of the sounds of any language from the phonemic or structural point of view. Has separate parts on analysis and production of phonetic units and on analysis and description of phonemic units. Gives numerous practice problems based on artificial languages devised for the purpose.

[331]

PIKE, KENNETH L. Tone Languages: A Technic for Determining the Number and Type of Pitch Contrasts in a language with Studies in Tonemic Substitution and Fusion. Ann Arbor:



University of Michigan Press, 1948. xii, 187 p.

Deals with the nature of tonal systems and provides a technique for the analysis and description of significant tonal contrasts.

[332]

Psycholinguistics, A Survey of Theory and Research Problems.

Report of the 1953 Summer Seminar Sponsored by the Committee on Linguistics and Psychology of the Social Science Research Council. Charles E. Osgood, Editor. Thomas A. Sebeok, Associate Editor. Indiana University Publications in Linguistics, Memoir 10 of the International Journal of American Linguistics. Baltimore: Waverly Press, Inc., 1954. xi, 203 p.

Discusses three different approaches to the language process: as a structure (linguistics), as a system of habits (learning theory), and as a means of transmitting information (information theory). Touches also on a variety of research problems in psycholinguistics. Explores synchronic psycholinguistics, sequential psycholinguistics, and diachronic psycholinguistics. Up to date. A welcome contribution toward better understanding of research problems in which both linguistics and psychology are involved.

[333]

SAPIR, EDWARD. Language: An Introduction to the Study of Speech. New York: Harcourt, Brace and Company, 1921. vii, 258 p.

Important as a forerunner of present linguistic science. Still valuable today in gaining perspective on the subject of language. Written in non-technical, interesting style. Considered by some as the most important American book on language before Bloomfield's Language. Bloomfield's book is more technical. Sapir should be read first. Discusses the nature and structure of languages, historical change, mutual influences among languages, and relation of language to culture and literature.

[334]

Translation Issue. International Journal of American Linguistics, 20, no. 4 (Oct., 1954): 259-351.

The entire issue is devoted to problems of linguistic translation. Articles on transfer grammar, multiple stage translation, translation via immediate constituents, etc. by well known U. S. linguists. Some of the problems discussed have implications for language learning.

### Journals

[335]

International Journal of American Linguistics. Published quarterly at the Waverly Press, Inc., Mount Royal and Guilford Avenues, Baltimore 2, Md., by Indiana University.

Concentrates on American Indian languages. Recent issue on translation, and memoir on Psycholinguistics.

[336]

Language. Journal of the Linguistic Society of America. Published by the Linguistic Society of America at the Waverly Press, Inc., Baltimore 2, Md.

Publishes leading articles on linguistic theory and problems of linguistic analysis in addition to descriptive and historical articles on specific languages and language groups. Since its first appearance in 1925 it has been a forum in which American linguists present and discuss a large portion of their theoretical contributions.

[337]

Studies in Linguistics. George L. Trager, Editor; Edith Crowell Trager, Secretary-Treasurer. 3168 18th Street, N. W. Washington 10, D. C.

Quarterly publication of structural articles on specific languages.

[338]

Word. Journal of the Linguistic Circle of New York. Published three times a year by the Linguistic Circle of New York. 401 Philosophy Hall, Columbia University, New York 27, N. Y.

Descriptive articles on various languages with some emphasis on Slavic languages and occasional papers on linguistic theory.



## Bibliographies

[339]

La Dialectologie: Aperçu historique et méthodes d'enquêtes linguistiques. By Sever Pop. Première partie: Dialectologie romany, i-iv, 1-733 p.; Seconde partie: Dialectologie no romany, 734-1134 p. Louvain: Chez l'auteur, 1950.

Reviewed by Robert A. Hall, Jr., in Language, 28, no. 1 (1952): 119-122. "Pop's monumental work is very welcome at this time, to give us a much needed synthesis and vue d'ensemble of linguistic geography as it now stands."

[340]

Linguistic Bibliography for the Years 1939-1947. Published by the Permanent International Committee of Linguists with a grant from the United Nations Educational, Scientific and Cultural Organization. Volume I, 1949, xxiv, 238 p. Volume II, 1950, i-xxi, 239-589 p. Utrecht and Bruxelles: Spectrum.

Reviewed by Robert A. Hall Jr., in Language, 26, no. 1 (1950): 185-186; and 27, no. 4 (1951): 610-611. "The value of such a compilation will be recognized by every scholar..." Some reservations are made as to completeness and organization.

[341]

Linguistic Bibliography for the Year 1948 and supplement for the years 1939-1947. Published by the Permanent International Committee of Linguists with a grant from the United Nations Educational, Scientific and Cultural Organization, 1951. xxiv, 261 p.

Reviewed by Robert A. Hall, Jr., in Language, 27, no. 4 (1951): 610-611.

[342]

Linguistic Bibliography for the Year 1949 and supplement for previous years. Published by the Permanent International Committee of Linguists with a grant from the United Nations Educational, Scientific and Cultural Organization. Utrecht and Anvers: Spectrum, 1951. xxiv, 283 p.

[343]

Os estudos de linguística românica na Europa e na América desde 1939 a 1948: Suplemento bibliográfico de Revista portuguesa de filologia, Vol. 1. Ed. by Manuel de Paiva Boléo. xi, 521 p. Coimbra: Casa do Castelo, 1951.

Reviewed by Lawrence B. Kiddle in Language, 29, no. 4 (1953): 536-540. Weak in American Publications, but a work "of outstanding value" for "Romance linguists throughout the world."



G

ACADEMIC AND CULTURAL ORIENTATION

Books and Pamphlets

[344]

An Introduction to the United States of America. For the visitor from abroad, Prepared by the Young Adult Council of the National Social Welfare Assembly, Inc. Revised 1952. 80 p.

This pamphlet gives a rudimentary introduction to characteristics of the nation and its people and provides practical information about traveling to and within the United States.

[345]

America through Foreign Eyes. Edited by Richard D. Lambert. The Annals of the American Academy of Political and Social Science, 295 (Sept., 1954). viii, 221 p.

A collection of articles describing a variety of images of the United States held by peoples of other countries. Seven of the articles are based upon the results of studies sponsored by the Cross-Cultural Education Committee of the Social Science Research Council and made possible by grants from the Rockefeller and Ford Foundations, the Carnegie Corporation of New York, and one article is based on research sponsored by the Hazen Foundation. The last third of the volume does not deal with the general topic; it contains book reviews of new literature in the field of the social sciences. Topics and authors: How Others See Us (W. Buchanan). How Americans See Themselves: Studies of American National Character (R. Denney). Themes in the Interpretation of America by Prominent Visitors from Abroad (A. Brodersen). America in European Eyes (J. Freymond). The Soviet Image of the United States: A Deliberately Distorted Image (F. C. Barghoorn). America and American Occupation in German Eyes (N. Muhlen). Indian Students and the United States (R. D. Lambert and M. Bressler). Images of the United States and Britain Held by Foreign-educated Indians (R. H. Useem and J. Useem). The America-educated Japanese, I and II (H. Passin and J. W. Bennett). The Mexican Student Views the United States (R. L. Beals). The Mexican Image of Americans (N. D. Humphrey). Scandinavian Students' Images of the United States (W. H. Sewell,

R. T. Morris and O. M. Davidsen). The Swedish Students' Image of the United States (F. D. Scott).

[346]

Becas para Latinoamericanos en los Estados Unidos. Unión Panamericana, Washington 6, D. C., 1954. xiv, 95 p. Prepared by señora Janet de Lugo of the "Sección de Intercambio Educativo, División de Educación." Preface by Dr. Guillermo Nannetti.

Gives information about scholarships and fellowships available to Latin American students in 98 U. S. Colleges and Universities. Describes the kinds and conditions of the awards, and procedures in applying for them. Gives information about other institutions and committees that can be of help to the Latin American student, and about degrees, academic calendar, etc. Comprehensive data.

[347]

Directory of I: Foreign Student Advisers and Others Officially Concerned with Foreign Student Welfare and Counseling; II: Teachers of English as a Foreign Language. Based on a Survey by NAFSA, September, 1953. Published by the National Associate of Foreign Student Advisers, New York University, 15 Washington Mews, New York 3, N. Y. Alphabetized by name of the college or university: 84 p.

[348]

Education for One World. Annual Census of Foreign Students in Institutions of Higher Education in the United States, 1952-53.

"Based on a census of the foreign students enrolled in 1,449 American higher educational institutions during the 1952-1953 academic year, this booklet presents a brief survey of our foreign student population--who they are, where they come from, what they study, what institutions attract them, who supports them." (pages 5-6 of the Forward). Graphs and Tables. Presents the data in interesting form and comments on various aspects of the foreign student program.

[349]

Education for One World. Annual Census of Foreign Students in Institutions of Higher Education in the United States, 1953-1954.



Institute of International Education, 1 East 67th Street, New York 21, N. Y., 1954. 33 p., 3 summary tables.

Provides data regarding 34,000 students from abroad enrolled in American colleges and universities in the fall of 1953, "where they come from, what they study, who pays their way, which American schools attract them. Based on a survey of 2,800 institutions of higher education" (Foreword).

[350]

Education in the United States of America. Special Series No. 3. Federal Security Agency, Office of Education, 1951. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. iv, 62 p.

Prepared for visitors and students from abroad. Gives a general description of the educational system of the United States. Includes public and private education; elementary, secondary, vocational, adult, and higher education; state and local programs; special education, etc. Simple style, for advanced students and teachers. Revised edition in preparation.

[351]

Graduate Study in the United States. Institute of International Education, New York. Information for foreign students.

[352]

HALL, EDWARD T., Jr. and TRAGER, GEORGE L. Human Nature at Home and Abroad. A Guide to the Understanding of Human Behavior. Washington, D. C.: Foreign Service Institute, Department of State, 1953. 12 p.

Exploratory paper classifying human behavior into three categories labeled "formal" "informal," and "technical" and discussing some of the features of each. Also presents a brief technical analysis of culture and its content for readers with social science training or orientation. Prepared at the Foreign Service Institute for Government personnel going abroad.

[353]

HALL, EDWARD T., Jr., and TRAGER, GEORGE L. The Analysis of Culture. [Pre-publication edition for criticism and discus-

ston; reproduced for the authors with the assistance of the American Council of Learned Societies] Washington, D. C.: Foreign Service Institute, Department of State, 1953.

Sets forth a hypothesis and methodology for the analysis of culture. Treats behavior and the patterns of behavior. Mentions earlier approaches, discusses the structuring of culture, analyzes the integration of culture, classifies behavior into formal, informal, and technical systems. Attempts to apply to culture the notions and observations developed in structural linguistics. Three-page bibliography.

[354]

Handbook on International Study. To be published by the Institute of International Education in 1955. Approx. 350 p.

A compendium of basic information on programs of interchange of students between the United States and other nations with data on major educational resources in the United States and other countries, major fellowship programs, U. S. Government regulations, research, and cataloging of organizations engaged in the field.

[355]

IRWIN, MARY, editor. American Universities and Colleges. Sixth edition, 1952. Washington; American Council on Education, May 1952. xi, 1105 p.

Part I has concise but comprehensive descriptions of various aspects of higher education in the United States. The section on professional education has brief descriptive summaries and lists of institutions accredited in the various fields. The section on foreign students gives information of interest to foreign students planning to study in the United States. Part II lists pertinent information about accredited institutions, including accreditation, location, governing body, recent educational developments, degrees, enrollment, foreign students, library, publications, student aid, finances, buildings, and administrative officers. The information about foreign students in each institution usually includes the total number of students and the number from each foreign country, requirement as to English proficiency, scholar-



ships if any, housing and counseling. This book is obviously a valuable one for those who teach English to students planning to study in the United States or are already studying in this country.

[356]

Japanese Leaders Program of the Department of the Army.  
Institute of International Education, New York.

An evaluative report on the program and its conduct by the Institute of International Education.

[357]

KIELL, NORMAN. A Study of Attitudes of Indian and Pakistani Students: A Study of Attitudes of Indian and Pakistani Students in the United States toward America and American Democracy and the Responsibility of American Educational Institutions toward Exchange Students (Ph. D. Dissertation, Teachers College, Columbia University, 1949).

[358]

LADO, ROBERT. English Language and Orientation Programs for Foreign Students, Offered by Institutions of Higher Learning in the United States. Summer, 1952 and 1952-3. Washington: U. S. Office of Education, International Educational Programs Branch, 1952. 19 p. (Out of print)

Based on a questionnaire sent to all institutions of higher learning in the United States. Arranged alphabetically by States.

[359]

LOOMIS, CHARLES P. and SCHULER, EDGAR A. Acculturation of Foreign Students in the United States. East Lansing, Michigan: Social Research Service, Michigan State College, 1948. 18 p.

A study of the changes in attitudes, opinions, information and English language ability of 62 Latin American students after a year's training in agriculture in the United States. Attempts to measure objectively the effect of study in the United States.

[360]

Meet the U. S. A. Handbook for Foreign Students and Specialists.  
Revised Edition, 1952. Institute of International Education, 1  
East 67th Street, New York 21, N. Y. vi, 137 p.

This is a revised edition of Meet the U. S. A. originally written by Ching-Kun Yang. This second edition has abandoned the original emphasis on the interests of Oriental students and addresses itself to all foreign students. It presents useful information in three sections. The first section deals with American history and culture, the second discusses our educational system, and the third describes in detail the process of coming to the United States for study or training. In the appendix one finds a good short bibliography on American life and history, and organizations and books of assistance in choosing a school and applying for scholarship assistance.

[361]

The Office of the Foreign Student Advisor: A Survey. Conducted by a committee of the National Association of Foreign Student Advisors, 15 Washington Mews, New York 3, N. Y. Joe W. Neah, Chairman. April, 1954. vi, 34 p.

Tabulations and interpretation of the data obtained by means of a questionnaire sent to institutions of higher learning in the U. S.

[362]

Scholarships and Fellowships available at institutions of higher education, by Theresa B. Wilkins. Bulletin 1951, No. 16, Federal Security Agency, Office of Education. vii, 248 p.

Gives narrative summaries of scholarship and fellowship provisions by each of 672 institutions for 1949-50. The data were obtained through a questionnaire distributed to more than 1,800 institutions listed in the Educational Directory, Part 3: Higher Education published by the Office of Education. For convenience the scholarships and fellowships are classified into subject matter also. State provisions for scholarships and fellowships appear at the end. Other publications reporting scholarships and fellowships are listed on page vii of the introduction.



[363]

Summer Study Abroad. Institute of International Education, New York. No charge.

[364]

Syrians Studying Abroad. Institute of International Education, New York.

A comparison of factors influencing the numbers of Syrians studying in the United States and other countries.

[365]

TABA, HILDA. Cultural Attitudes and International Understanding  
An Evaluation of an International Study Tour. Occasional Paper  
Number 5 (June, 1953) Institute of International Education  
Research Program. New York: Institute of International  
Education. 84 p.

An intensive study of the attitudes of 41 U. S. students on an International Relations Club tour of Europe--chiefly France. Based on questionnaires, test of cultural stereotypes, repeated interviews, records of experience, etc. Describes three types of individuals on basis of attitudes and attitude changes in contact with French culture.

[366]

The World At Your Door. Institute of International Education, New York. No charge.

Handbook for community groups.

[367]

U. S. Government Grants. Institute of International Education, New York. No charge.

#### Journals

[368]

News Bulletin. Institute of International Education, 1 East 67th St., New York 21, N. Y.

Short up-to-the-minute articles on a wide range of topics connected with educational exchange.

## Bibliographies

[369]

COTNER, THOMAS E., GRESSOM, JOHN W. and KNAPP, FRANK A., Jr. A Partial Bibliography of Materials Related to International Education. Washington: U. S. Office of Education, Dept. of Health, Education, and Welfare, 1954. 104 p.

Comprehensive and up-to-date.

[370]

REID, SEERLEY; and CARPENTER, ANITA. A Directory of 2002 16 mm Film Libraries. Bulletin 1951, No. 11. Federal Security Agency, Office of Education. 113 p.

Lists 2002 companies, institutions, and organizations that lend or rent 16 mm films within the United States.

[371]

REID, SEERLEY. 102 Motion Pictures on Democracy; 16 mm Sound Films Selected and Recommended by an Office of Education Advisory Committee. U. S. Office of Education Bulletin 1950 No. 1 Washington: U. S. Government Printing Office, 1950. viii, 51 p.



## II

### MATERIALS FOR THE STUDENT

#### A

#### FOR SPECIFIC NATIVE LANGUAGE BACKGROUND

#### AFRIKAANS-SPEAKING STUDENTS

[372]

BROWN, P. P., and SCRAGG, J. Common Errors in Gold Coast English. 3rd edition. New York: The Macmillan Company, 1948.

[373]

OLCKERS, P. J., and GREYBE, J. H. Everyday English for Afrikaans-Speaking Pupils. Standards 1-6. Cape Town, South Africa: Maskew Miller Ltd., 1941-1947.

[374]

STANDER, M. Juta's New English Course for Afrikaans Speaking Pupils. Standards 2-10. Cape Town; Johannesburg, South Africa: Juta and Company, 1946-1947.

[375]

STANDER, M. Oral Composition and Vocabulary for Afrikaans Speaking Pupils. Standard 7 to 10. Cape Town; Johannesburg, South Africa: Juta and Company, 1945.

#### AMERICAN-INDIAN STUDENTS

[376]

Publications of the Education Division, U. S. Office of Indian Affairs. Indian Life Readers. Navaho Series (In English and Navaho). Sioux Series (In English and Sioux). Pueblo Series. Sherman Pamphlets (Indian Culture). Indian Handicraft Series. Information Pamphlets. A price list, and copies of the publications may be obtained from Haskell Institute, Lawrence, Kansas. Prepared for use in Federal Indian Schools; suitable also for other schools.

## ARABIC-SPEAKING STUDENTS

[377]

**BOWMAN, W. G.** English Pronunciation Drill for Arabic-speaking Students. London: Longmans, Green and Co., 1949. 74 p.

Exercises for classroom use. British English and Arabic sounds are compared and contrasted. Phonetic symbols are used only at the head of the exercises. Simple vocabulary. Egyptian and Iraqi Arabic; British English usage.

[378]

**CORNELIUS, EDWIN T., Jr.**, consultant on English teaching, Department of State. Beginning English. A Modern Textbook of American English for Speakers of Arabic, 1953. Course I, Lessons 1-15: v, 64 p. Course II, Lessons 16-30: iv, 82 p. Course III, Lessons 31-45: v, 121 p. Mimeographed. Paper covers.

Emphasis on the spoken language. Follows the pattern of the Spoken Language Series for the teaching of foreign languages to the Armed Forces (ASTP) except that the descriptions and instructions are given in English and in Arabic instead of in the native language alone. Based on the assumption that "The most rapid way of acquiring a new language is through imitation and repetition of forms and constructions of the language." (Preface). Three-page introduction in English and again in Arabic. Intended for a class meeting one hour daily for nine months. Each unit consists of several sections: Sentences, Exercises, Pronunciation, and Grammar. The sentences are for "imitation-repetition drill and should occupy approximately 80 percent of the total class time." (Introduction). The Pronunciation sections present "isolated sounds in words and phrases" to be mastered by "imitation-repetition of the teacher's pronunciation." (Introduction). The Grammar sections present elementary points in English construction as analytical explanations of things the students have already learned and memorized in sentence drill. Practically everything in this book is given both in English and in Arabic, including the grammar and pronunciation descriptions. No phonemic transcription is used; ordinary English and Arabic writing are used throughout. The exercises are of four or five types: "Give the English equivalents..." "Fill the blanks..." "Answer..." "Change... into negative questions..."



[379]

**HORNBY, A. S.** Oxford Progressive English for Students in the Middle East. Book I, 248 p. Teachers' Notes on Book I. Book II, 400 p. Teachers' Notes on Book II.

Current British English for Arab-speaking adults. Each book contains reading texts, notes on grammar, practice in pronunciation, and exercises. Arabic is used to explain points of grammar, idiom and English pronunciation, and in directions for the exercises. Illustrated. The Teachers' Notes offer suggestions for using a direct oral method when introducing new words and new constructions. They also include passages for dictation, questions to be asked in class, and keys to the exercises. Teachers' Notes on Book I has suggestions for 24 oral lessons to precede the use of Book I.

[380]

**KHAKI, AHMAD**, in association with **BAHIA, KARAM** and **E. T. GLEAVE**. The New English Readers based on The New Method devised by Michael West. Reader I. New York; London; Toronto: Longmans, Green and Co. Reprinted 1952. 102 p., illustrated. Paper covers.

This modification of West's reading approach is designed for Arabic speakers in Egypt at the average age of nine. The adaptation to Egyptian students is limited to giving Egyptian names to many of the characters in the little stories and exercises (e. g., it is not "Old MacDonald Had a Farm" but "Old Abdulla Had a Farm") and to providing a sixteen-page English-Arabic glossary at the end. The vocabulary burden is of about 400 items, and the sentences proceed from those that on the surface seem simple to those that seem more difficult. Considerable use of pictures is made in the exercises. The learning activities involve reading, marking "yes" or "no", asking and answering, reading and learning, writing the numbers of the questions opposite the right answers, underlining, etc. Pronunciation is not dealt with except in the glossary where the vowels are indicated by numbers below the ordinary orthography. British English usage.

[381]

WEAR, G. F., and RANKIN, D. L. The Speaking of English, A Phonetic Handbook for Arabic-Speaking Students. London: Longmans, Green and Co., 1940. 88 p.

Deals systematically with the vowels and consonants of British English (Received Standard pronunciation), comparing and contrasting them with the sounds of Arabic. Tables and exercises for practice. Chapters on stress and intonation. The authors had experience in Egypt.

## CHINESE STUDENTS

[382]

FRIES, CHARLES C., and YAO SHEN. An Intensive Course in English for Chinese Students. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1946. Reprinted 1954. Four volumes: Volume I divided in two separately bound parts. 1118 p. Paper covers.

A series of lessons parallel to those of An Intensive Course in English for Latin American Students developed at the English Language Institute. Based on a linguistic analysis of English compared with a similar analysis of Chinese for the location of the difficulties of Chinese speakers learning English. Provides maximum amount of practice in imitation of the teacher. Each lesson consists of four parts: Vocabulary, Structure, Pronunciation, and Pattern Practice. Aims at practical control of the language for use, rather than knowledge about the language. Grammatical terminology is reduced to a minimum. Vocabulary items are presented in context. Designed for oral presentation. The first volumes emphasize mastery of pronunciation and the structure patterns of English; the last volume emphasizes vocabulary and cultural information about the United States. Intonation markings; modified IPA alphabet in the pronunciation sections. A variety of class exercises carefully graded. All in English.

[383]

MONKS, B. J.M., and LUARD, D. I. English for Chinese Students. 6th edition. New York: The Macmillan Company, 1948.



[384]

**YANG, CHING-MAI.** Essentials of the English Tense. First Edition. Taiwan, China: Tamkang English College, 1954. 83 p.

Attempts to systematize Yang's views on "those general principles that govern the English tense both in form and in meaning." Deduced from quotations of literary written English. Discusses with examples "mechanism of verb-compounds" and meaning and use.

### DANISH STUDENTS

[385]

**BRAHDE, A.** Conversation Reader. 12th revised edition. Copenhagen, Denmark: Schoenberg Publishers, 1949.

[386]

**FRIIS-HANSEN, O., and NIELSON, CHR.** Engelsk for Mellemkolen; I, II, III, IV. (1950), 100 to 150 p. per volume; illus. Also Øvelseshefte til Engelsk for Mellemkolen; I (1951) 53 p.; II (1950), 35 p.; III (1951) 32 p.; IV (1950), 67 p. Paper covers. Copenhagen, Denmark: H. Hirschsprungs Forlag.

A series of textbooks for junior high school (middle school) students in Denmark. The textbooks consist of selections, poems, songs from England. English-Danish glossary at the end of each book. The Øvelseshefte series contain practice exercises, grammatical discussion in Danish, examples in Danish and in English. Ordinary spelling is used in the textbooks. The phonetic transcription of the practice booklets is a modified IPA notation. For upper high school students there is a fifth book and a work booklet by the same authors, Engelsk for Realklassen and Øvelseshefte til Engelsk for Mellemkolen, (1949).

[387]

**JENSEN, ARTHUR M.** English by the Nature Method. Copenhagen: Language and Culture Institute Publishers, 1951. 16 booklets with a total of 740 p. Separate introductory booklet in Danish for Danish speakers, 56 p. Also, separate booklets with English-Danish vocabulary.

An all-English method attempting to apply some of Otto Jespersen's views on foreign language teaching. British English usage. Vocabulary restricted to 2,000 most frequent words of Thorndike's lists plus 300 others. Self-defining context with picture illustrations on the margin. Presented in double lines, the top one in ordinary spelling and beneath it a transcription in IPA phonetic symbols. Fill-in exercises. Grammar exercises in later lessons. The cultural content deals with life in England and English institutions.

[388]

JESPERSEN, J. O. H. English Phonetics. 5th edition. Copenhagen, Denmark: Gyldendalske Boghandel, Nordisk Forlag, 1950. 178 p., illustrated.

[389]

JESPERSEN, OTTO, and SARAUE, CHR. Engelsk (Otto Jespersen Engelsk-System) 1: Begynderbogen, 151 p.; 2: Lærebogen, 122 p.; 3: Lærebogen, 147 p.; 4: Engelske Læsestykker, 152 p.; 5: Engelske Læsestykker, 168 p.: illustrated. Copenhagen, Denmark: Byldendalske Boghandel, Nordisk Forlag, 1950.

Series of graded readings with questions at the bottom of many pages. Book I, the primer, is for small children in the elementary schools of Denmark. The readings include children's poems, songs, and short dialogues. The material is presented in ordinary writing on every left page and in phonetic transcription on the right page facing it. Phonetic transcriptions are not used in the other four books except occasionally in a given selection for pronunciation practice. The glossary at the end of each volume gives English spelling, phonetics, and Danish. The cultural content is directed toward England and toward literary reading as the volumes advance. No grammar or pronunciation discussion. Otto Jespersen's work in English language is well known.

[390]

TAYLOR, REES. England Speaking. Third Edition. Copenhagen, Denmark: Gyldendalske Boghandel, Nordisk Forlag, 1947. 147 p. illustrated.



A visit to England, dialogue form, all in English. Notes translating or explaining difficult words in Danish are given at the end of the book. Not graded. No pronunciation aids.

[391]

WARD, H. B., and JØNSSON, EMIL L. Journey to England. Copenhagen, Denmark: Jespersen Og Pios Forlag, 1948. 171 p.

A play divided in ten chapters for dramatization and broadcasting. Instructions to the actors are in Danish. Subject: a Danish couple visiting England. English-Danish glossary after each chapter. Light inconsequential style.

## DUTCH STUDENTS

[392]

BARNE, K. We'll Meet in England. Amsterdam, Netherlands: J. M. Meulenhoff.

[393]

BLEIJENBERG, C. Right Word in the Right Place. Baarn, Netherlands: Uitgeverij Schuyt, 1949.

[394]

DE MAAR, Dr. H. G. Een Jaar Engels. Groningen; Kjakarta: P. Noordhoff N. V.; 1950. xxxii, 144 p.

English grammar in pictures, idioms in pictures, topical vocabulary. Phonetic alphabet to aid pronunciation, practical content on British culture. Exercises explaining formation of plural in English, dictation exercises, translation, word study, nursery rhymes. Probably for intermediate or secondary school students.

[395]

ECKERSLEY, C. E., and BONGER, H. Essential English for Dutch Students; An Introductory Course. London; New York; Toronto: Longmans, Green and Co., 1948. 95 p., illustrated.

[398]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. (See same title under FOREIGN students).

[397]

HALL, W., and STORMS, Dr. G. Signposts to English, I. Amsterdam, Netherlands, J. M. Meulenhoff, 1952. 96 p., illustrated. Soft cardboard covers.

Begins with exercises on pronunciation, especially on sounds that are different from Dutch. Each chapter ends with exercises on a particular sound. The texts of the first ten lessons are given in phonetic script. In the lessons that follow, points of grammar are contrasted with the corresponding Dutch usage. Exercises on do of do. Grammar discussions are preceded by examples for inductive observation. Grammatical explanations are in Dutch. In contrast to other books used in Holland, no translation exercises from Dutch to English are given in this first part. They are, however, used in the second part, which was in press at the time this annotation was written. The texts in this book form a continuous story and the vocabulary is limited to the first thousand words of lists by Palmer and Bongers. The texts were written by Miss Hall, an English writer and journalist. The grammar part was written by G. Storms.

[398]

HAMBLETON, J. Forest Ranger. Amsterdam, Netherlands: J. M. Meulenhoff, 1951.

[399]

HELDEN, J. J. van. Concise English Grammar. Amsterdam, Netherlands: J. M. Meulenhoff, 1948.

[400]

HEYENOORT, J. A. G. van, and Bouwhuys, P. ten. English for the First-Third Year. 3 volumes. Amsterdam, Netherlands: J. M. Meulenhoff.

[401]

JONGSMA, P. A., and KENSE, J. C. And Now the Oral Exam. Amsterdam, Netherlands: J. M. Meulenhoff.



[402]

JUURSEMA, J. M. C., and ZILWA, G. de. Learn English from your Paper. The Hague, Netherlands: G. B. Van Goor Zonen's, 1947.

[403]

KEUKEN, G. J. van der. Facts and Fun. 2nd edition. Bussum, Netherlands: C. A. J. Van Dishoeck. 1951.

[404]

KUIPER, K. E. A New Sailor's Reader for Nautical Schools. Groningen-Batavia: P. Noordhoff N. V., 1949. Fourth Edition. vii, 180 p., illustrated. Paper covers.

For Dutch naval personnel who already know English. Selections in English with footnote translations of difficult words into Dutch. Part one consists of accounts of sea actions; Part two describes naval equipment, signals and other matters of interest to Dutch naval personnel.

[405]

MUNTERS, C. J. English for a Journey to England. 2nd edition. Amsterdam, Netherlands: J. M. Meulenhoff.

[406]

MUNTERS, C. J. How to Speak English. 8th edition. Amsterdam, Netherlands: J. M. Meulenhoff.

[407]

MUNTERS, C. J. Learn English Efficiently. 3rd edition. Amsterdam, Netherlands: J. M. Meulenhoff, 1950.

[408]

RIJNEKE, P. J. Grammar and Composition. Amsterdam, Netherlands: J. M. Meulenhoff.

[409]

ROOSE, P. Australia. Rotterdam, Netherlands: Nijgh and Van Ditmar.

[410]

SPLJKER, N. English. 3rd edition. Leiden, Netherlands: A. W. Sijthoff's Publishers, 1949.

[411]

SPLJKER, N. More English. Leiden, Netherlands: A. W. Sijthoff's Publishers, 1948.

[412]

VECHTMAN-VETH, A. E. C. Syntax of Living English. 2nd edition. Groningen, Netherlands: P. Noordhoff, 1947.

[413]

ZANDVOORT, R. W. A Handbook of English Grammar. Third Edition. Groningen, Holland: J. B. Wolters, 1948. 377 p. Cloth covers. 3rd edition, revised. Amsterdam, Netherlands: Querido Verlag, 1948. 377 p. New York: Querido, Inc.

An authoritative description of full English grammar with examples in English and in Dutch for very advanced university-level students. Descriptive in the manner of Otto Jespersen's grammars. Zandvoort is well known as an English scholar. He is editor of the journal English Studies and has made other contributions of note.

### ETHIOPIAN STUDENTS

[414]

WRIGHT, STEPHEN. A Handbook of Elementary English. Second Edition. Addis Ababa, 1947. 43 p. Paper bound pamphlet.

A booklet for Ethiopian students. Not a complete textbook. Intended as a supplement to a teacher's regular course of instruction. Gives English examples with Amharic translations and occasional notes in Amharic to clarify grammatical and vocabulary elements for the Amharic speaker.



## FINNISH STUDENTS

[415]

ALANNE, E. American Reader. Helsinki, Finland: Otava Publishing Company, 1951.

[416]

ANDERSIN, H. Englanninkielen Alkeiskirja. Helsinki, Finland: Otava Publishing Company, 1949.

[417]

BIESE, Y. M. Keskikoulun Englanninkielen Oppikirja I. Helsinki, Finland: Werner Söderström Osakeyhtiö, 1948. 209 p., illustrated. Cardboard covers.

English lessons for elementary and junior-high students in Finland. Begins with simple paragraphs followed by questions in ordinary spelling. The first fifteen units are reproduced completely in IPA phonetic transcription. Section on grammar toward the end of the book with explanations in Finnish. English-Finnish glossary at the end. Subject concerns school environment first; some poems with difficult constructions.

[418]

HAKULINEN, H., and RANTAVAARA, I. I., editors. Seven American Short Stories with Glossary. Helsinki, Finland: Otava Publishing Company, 1949.

[419]

REUTER, O. ROSENIUS, and EKHOLM. Learn English. Part I, Introductory. 4th Edition. Helsinki, Finland: Söderström and Co., 1949.

For elementary and junior-high students in Finland. Begins with poems in phonetics (IPA) given later in ordinary spelling. Lessons consist of usual passage for reading followed by grammar exercises. Exercises: change to present, fill-in the past tense, answer the questions, change to pluperfect tense. English-Finnish glossary with IPA transcription. The poems use complicated, unusual patterns.

## FRENCH-SPEAKING STUDENTS

[420]

BERNIER, A. English Grammar Based on the French Language.  
Quebec, Canada: La Semaine Commerciale, 1947.

[421]

BROWN, HARVEY. Spoken English for Foreign Students; with  
French Appendix. New York: Pitman Publishing Corporation,  
1950. xiv, 128 p.

[422]

CARPENTIER-FIALIP, P. and M. L'Anglais Vivant. Paris:  
Librairie Hachette. A series of text books for French students  
in the schools of France. The following are listed: Edition  
beige: Classe de 6<sup>e</sup> through 1<sup>re</sup>, and Grammaire de l'Anglais  
Vivant. Edition bleue: Classe de 6<sup>e</sup> through 3<sup>e</sup>, and Grammaire  
de l'Anglais Vivant. Grands Commencants: Classe de 4<sup>e</sup>, 3<sup>e</sup>.  
R. Lamar and A. Pruvot, 90 Versions Britaniques et  
Américaines. G. Faure, Manuel Pratique d'Anglais Parle.  
R. Las Vergnas, Les Pièges de l'Anglais Parle. G. d'Hangest,  
Great Travellers, and English Portraits. P. and M. Carpentier-  
Fialip and R. Lamar, Les Etats-Unis (Civilisation). The  
volumes by Faure and by Carpentier-Fialip are annotated  
separately in this bibliography.

[423]

CARPENTIER-FIALIP, P. and M., and LAMAR, R. Les Etats -  
Units; Civilisation. Paris: Librairie Hachette, 1948. xviii,  
398 p. Clothbound.

For advanced French students at the high school level. A  
serious attempt to combine United States culture with English  
language. Each chapter deals with a period of United States  
history or some aspect of life in the United States. Representative  
literary selections follow an introductory discussion of each  
subject. Exercises for oral reading, with British intonation  
markings from G. Faure, translation, and questions and answers.  
Illustrated. British pronunciation with paragraph references to G.  
Faure's Manuel Pratique d'Anglais Parle.



[424]

CESTRE, C., and DUBOIS, M. M. Grammaire Complete de la Langue Anglaise. Paris, France: Librairie Larousse, 1949.

[425]

CHAFFURIN, L. Nouvelle Grammaire Anglaise. 14th edition. Paris, France: Librairie Larousse, 1946.

[426]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. (See same title under FOREIGN students).

[427]

FAURE, G. Manuel Pratique d'Anglais Parle; Pronunciation, Accent, Intonation. (édition complete). Paris: Librairie Hachette, 1948. xi, 215 p. Cloth bound.

Detailed discussion of British English pronunciation. Written in French. A first part describes British vowels, diphthongs, consonants, stress, and intonation in that order. A second part has practice exercises and conversations with special intonation markings. Uses the IPA phonetic alphabet and ordinary spelling. Two-page bibliography.

[428]

HENRION, P. Petit Memento de Pronunciation Anglaise. Paris, France: Didier. 33 p.

This is the introduction, reprinted separately, of the English course for French speakers called Fluent English. Gives a summary of the phonetics of English and differences between English and French pronunciation. Uses IPA symbols. Includes segments, stress, and intonation. British English usage.

[429]

MIALLON, GEORGES; editor. Treasure Island by R. L. Stevenson, 183 p. Paper binding. Introduction, Notes and Exercises, 107 p. Paper covers. Paris; Didier, 1952.

## GERMAN-SPEAKING STUDENTS

- [430]

BAHLS, L. English Idiomatic Grammar. 7th Edition. Braunschweig, Germany: Georg Westermann Verlag, 1950.

[431]

BINDEWALD, R. Genuine English. Braunschweig, Germany: Georg Westermann Verlag, 1947.

[432]

BLATTNER, K. Englisch für Kaufleute. Berlin (Schöneberg) Germany: Langenscheidt.

[433]

BROWN, HARVEY. Spoken English for Foreign Students; with German Appendix. 2nd edition. New York: Pitman Publishing Corporation, 1950. xiv, 128 p.

[434]

CURCI, E. H. K., and others. So Lernt Man Englisch. Volumes 1-12. Berlin, W. 30, Germany: Verlag Der Trichter.

[435]

DIETH, E., and FRAUCHIGER, S. Let's Learn English. Zurich, Switzerland: Schulthess and Co., 1942. Part I: 164 p.; Part II: 164 p.; illustrated.

Part I makes interesting use of small pictures illustrating words and phrases to teach the sounds of English, e. g. "two eggs and an X" for contrast of "gs" and "ks". Part II is a reader. For German speaking children at the elementary and junior high school levels.

[436]

DORMANNS, A. Englisch für Erwachsene. Braunschweig, Germany: Georg Westermann Verlag.

[437]

DUNSANY, E. Golden Doom. Braunschweig, Germany: Georg Westermann Verlag, 1951.



[438]

**FERRARIS, G. M.** Englisch. Neue Vereinfachte Sprachlehre-  
methode. Zurich, Switzerland: Verlag Heinzmann, [no date].

A series of booklets for adult German speakers. Gives English text in bold face type with a phonetic transcription underneath it and complete German translation under that, making it a triple line. Some grammar notes in German. The English used is somewhat chatty.

[439]

**FRERICHS, WILHELM.** The Highway to English. Frankfurt am  
Main: Hirschgraben Verlag, 1952. Book I: 135 p., illustrated.  
Book II: 92 p., illustrated. Heavy paper covers.

British and American culture with emphasis upon the former. British pronunciation. Book I: Lessons I through IV are in phonetics with intonation markings. The same lessons are repeated in regular orthography. Oral exercises, games, riddles, and stories followed by exercises in grammar with explanation in German. Examples in English with phonetic transcription and intonation marks. Full grammatical terminology. Exercises: fill-in blanks, translate, change word order, change form. Vocabulary listed by lessons. Probably intermediate level. Book II: Selections of short stories, riddles, anecdotes, poems, songs, and proverbs. Second section devoted to exercises in grammar of same type as in Book I. They deal with parts of speech, tenses, cases. List of irregular verbs. Vocabulary by lessons. Alphabetical vocabulary of Book I at end of Book II. Intermediate to advanced level.

[440]

**GABE, W., and JENKEL, F.** Westermanns Englisches Unterrichts-  
werk für Höhere Lehranstalten. 4 volumes. Braunschweig,  
Germany: Georg Westermann Verlag, 1949-1950.

[441]

**HAHN, G. and SCHRÖTER, F. W., editors.** English Songs.  
Braunschweig, Germany: Georg Westermann Verlag, 1951.

[442]

Handbook of Trade Terms for a Tutoring Program for New Americans. Jewish Vocational Service of Greater Boston, Boston 10, Massachusetts. [no date].

English-German list of terms for various trades, e. g. automobile mechanic, baker, beautician, butcher, etc.

[443]

HANDLER, BEULAH. English the American Way for German-Speaking Adults. New York: Barnes and Noble, 1940. 190 p., illustrated. Paper covers.

"For educated, German-speaking men and women who desire to improve their spoken and written English." Sections on pronunciation, grammar, idioms, general information, questions for the Naturalization test, and English-German glossary at the end of the book. The pronunciation section uses the spelling approach and gives various sounds for each letter. No intonation aids. The grammar section treats parts of speech and has exercises in changing one form to another, identifying the kind of pronoun, filling-in blanks, making sentences, etc. 500 idioms are given in English and in German. The general information section lists words, expressions, and other information classified according to various topics.

[444]

HORST, M. Basic English; Englisch mit 850 wörtern; Nach dem lehrsystem des Direktors des Orthological Institute, Cambridge und London, C. K. Ogden. 2nd enlarged edition. Heidelberg, Germany: Carl Winter Universitätsverlag, 1946. Also Basic English Readers, 1947-1949; and Methodische Bemerkungen, 39 p., 1948.

[445]

JENKEL, F. Englische Grammatik. Braunschweig, Germany: Georg Westermann Verlag, 1950.



[446]

KLITSCHER, Dr. HERMANN, editor. Grammatik Der Englischen Sprache. Auf Wissenschaftlicher Grundlage, by Max Deutschbein. 14th edition. Heidelberg, Germany: Quelle and Meyer, 1953. 288 p.

This revision of Deutschbein's grammar for teachers and advanced students shows increased attention to intonation using Armstrong and Ward's and Palmer's types of notation. The lexical content of prepositions is presented by means of schematic drawings. The description is in German with examples in English.

[447]

KROG, FRITZ. A Treasury of English and American Verse; from W. Shakespeare to T. S. Elliot. Frankfurt am Main, Germany: Hirschgraben Verlag, 1952. 118 p. Paper covers.

Various selections from British and American poetry. University level. At back of book is section of study aids including list of technical terms, English and German annotations, chronologically arranged biographical notes on the poets. A careful selection of British and American verse.

[448]

LIBBE, J., and CARR, J. 100 Briefe Englische für Export und Import. Berlin (Schöneberg), Germany: Langenscheidt.

[449]

LIEDLOFF, E. Teaching English. Braunschweig, Germany: Georg Westermann Verlag, 1951.

[450]

PAULOWSKY, L. H. Errors in English. Vienna, Austria: Verlag für Jugend und Volk, 1949.

[451]

PETSCH, R., and WALGARTH. Der Englische Geschäftsbrief. Braunschweig, Germany: Georg Westermann Verlag.

[452]

POLZER, A. How Good is Your English? For sale by Aufbau, New York. 1947.



[453]

SCHROER, M. M. A. Englisches Handwörterbuch. Parts 1-7.  
New York: A. M. Adler. Heidelberg, Germany: Carl Winter  
Universitätsverlag, 1936-1950.

[454]

TREYER, F. Foreign English. Braunschweig, Germany: Georg  
Westermann Verlag.

[455]

WHYTE, JOHN. American Words and Ways. Especially for  
German Americans. New York: The Viking Press, 1943. xvi,  
184 p. Cloth binding.

This book contains discussions rather than learning exercises  
in the language. Comparisons with German are discussed rather  
than used as the basis for exercises that will give practice on the  
points that are different. This discussion approach seems more  
helpful in the second half of the book which deals with social  
forms and social customs in America. Contains a valuable  
annotated bibliography on American history, thought, and ways.  
For educated German adults who already know a great deal of  
English. Some of the language commentaries are interesting, but  
the pronunciation part is impressionistic.

[456]

WITHAM, W. TASKER. Americans as They Speak and Live.  
German Version. New York: Frederick Ungar Publishing Co.,  
1945. 156 p., illustrated. Cloth covers.

Colloquial American English conversation on various situations  
of daily life. Full use of colloquialisms. Full English. Complete  
translation in German appears on the right hand column of  
every page. Footnotes in English attempt to explain customs and  
expressions as they occur in the conversations. For very advanced  
students who want to observe the casual speech of everyday life.  
Probably not adaptable to classroom use. For individual use  
with a tutor.

[457]

WYKEHAM, R. 1000 Idiomatiche Englische Redensarten. 7th  
edition. Berlin (Schöneberg), Germany: Langenscheidt.



[458]

ZEIDLER, K., and REIMERS, H., editors. Fundamental English. 2 volumes. Braunschweig, Germany: Georg Westermann Verlag, 1951.

## GREEK STUDENTS

[459]

CHRESS, D. J. English Exercises and Greek-English Translations. Athens, Greece: Publisher C. Cacoulides, [No date], 272 p. Paper covers.

Grammar-translation book. Heavy concentration of vocabulary and grammatical complexities from the beginning. All-English except the exercises for translation, which are in Greek. No aids to pronunciation or vocabulary.

[460]

CORNELIUS, EDWIN T., Jr. Beginning English, A Textbook of American English for Speakers of Greek. Course I. Athens, Greece: United States Information Service. The "Icaros" Publishing Company, 1953. 200 p. Paper bound.

The twenty lessons of this little book are based on a comparative linguistic analysis of English and Greek. The analytical presentation of the English language system is said to be based on the linguistic studies sponsored by the American Council of Learned Societies. Eight pages of detailed instructions to the student are given both in English and in Greek at the beginning of the book. Each of the lessons is divided into five parts: Sentences, Pronunciation, Grammar, Review, and Test. No phonemic transcription is used; the students are introduced to ordinary English spelling from the beginning. The sentences to be learned in each lesson follow some sort of unified contextual theme, but do not constitute a single-track conversation. The sentences are given in parallel English and Greek columns. The pronunciation sections take up contrastive sounds in American English, and grammar is presented with examples in English. Some of the examples are given also in Greek. The descriptive statements seem sometimes rather complex for a beginning text. The review section of each lesson begins with

sentences in Greek to be put into English (the sentences have already been taught) and various other exercises. A typical lesson includes the following: 1. Give English equivalents. 2. Supply the proper form of the personal pronouns. 3. Substitute the pronouns in the sentences. 4. Fill the blanks. 5. Change into the past tense. The test section usually consists of five sentences in Greek to be rendered into English.

[461]

DIVRY, G. C. New Simple Self-Taught English Method. 5th revised and enlarged edition. New York: D. C. Divry, Inc., 1949.

## HUNGARIAN STUDENTS

[462]

BENEDICT, E. S., and HAASZ, E. S. Everyday Life in Conversation. 5th revised edition. Forest Hills, New York: Transatlantic Arts, Inc., 1947.

## INDIC STUDENTS

[463]

KUMAR, S. Preparatory English Guide. Delhi, India: S. Chand and Co., 1951.

## INDONESIAN STUDENTS

[464]

DE MAAR, H. G., and SCHARRINGA, H. A Commercial Reader for Indonesian Schools. Groningen, Djakarta, Indonesia: J. B. Wolters, 1950. vii, 136 p., illustrated. Cardboard covers.

A well printed book for students of secondary commercial schools in Indonesia who have been learning English for two years after their six years of elementary education. Each lesson consists of a passage on economic aspects of Indonesia and other countries, followed by questions about the content of the passage, and an English-Indonesian list of words. Total vocabulary load is 1600 words introduced at the rate of about 40 a lesson. No



pronunciation aids. No grammar discussion. Complex grammatical constructions used in the passages. This book is a companion volume of the Primer of Commercial English for Indonesia by the same authors.

[465]

**WILLIAMS, GERALD E.** Bahasa Inggris (English for Indonesians).

Washington, D. C.: American Council of Learned Societies, Program in English as a Foreign Language, Publications edited by Martin Joes, 1954. viii, 452 p. Hard cloth binding; also in paper covers. Phonograph records available.

"This is one of the series of textbooks in Spoken English as a foreign language prepared under the auspices of the Committee on the Language Program of the American Council of Learned Societies. The plan for all those books (eleven is the number to be published under the present program) is nearly the same, and it was worked out in detail at Cornell University by a group of American linguists headed by William E. Welmers, on the basis of the analysis of English phonology published by George L. Trager and Henry Lee Smith, Jr., in their *Outline of English Structure*, and the American experience with spoken language textbooks gained in the war years. Each book, except the Korean one, is accompanied by a set of phonograph records, but can be used without them. No teacher should attempt to use one of these textbooks without first studying the *Instructor's Manual* which can be procured from the publisher. A second volume, in which the reading of ordinary English spelling is also taught, is in preparation for certain languages." (From the Preface.) The book is divided in twenty units of five lessons each, a total of one hundred lessons. Introductory instructions to the student are given in Indonesian. Then follow the lessons and at the end appear vocabularies from English to Indonesian and from Indonesian to English. The English-Indonesian vocabulary is arranged by sounds rather than by letters. In the middle of the book are sixteen pages of pictures depicting the American scene. This is a large size book, 8 1/2 by 11 inches. Each unit of five lessons begins with a connected dialogue given in three columns, one in Indonesian, another in phonemic script, and the third in ordinary English spelling. The sentences are presented in fragments first, then repeated as a unit. Explanatory notes on



cultural matters occurring in the text follow each dialogue. Next come Pronunciation matters, which are described at length in Indonesian and illustrated with English examples from the dialogue. Descriptive grammatical statements and explanations also in Indonesian follow the pronunciation material. Examples are from the dialogue. Conscious-choice exercises of the fill-in and other types make up most of one of the five lessons. Summary discussion of the pronunciation material learned concludes the unit. Full phonemic notation is used. The native language is used as much in lesson one of the book as lesson one hundred.

### ITALIAN STUDENTS

[466]

**DOGLIOTTI-FRATTI, G.** John Bull and Uncle Sam. English Reading Book for Junior Italian Students. Milano, Italy: Garzanti Editore, 1948. 208 p., illustrated. Paper covers.

Varied collection of anecdotes, poems, descriptions of American and English places, sample letters, passages by American and English writers. For high school students in Italy. Difficult words explained in footnotes in Italian. English-Italian vocabulary at the end of the book. Also, commercial and nautical terms, popular writers, newspapers, and magazines.

[467]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. (see same title under FOREIGN STUDENTS).

[468]

**LIVRAGHI, MARIA VITTORIA.** My First Year of English. Second Edition, Revised. Rome, Italy: Angelo Signorelli, Editore, 1950. 148 p., illustrated. Paper covers.

For primary school children in Italy. Liberal use of one-color illustrations especially in early lessons. Shows attempt to grade the lessons but progress seems too rapid after first few lessons. Readings and a few poems. Exercises: translation into English, questions, and fill-the-blank. Scattered grammar and pronunciation notes in Italian.



[469]

VALPOLINI, M. L., and BIANCHI, I. Guida al perfezionamento nella traduzione inglese. Milan, Italy: Dott. F. Mariani editore, 1953. 318 p. Cardboard binding.

For advanced Italian students who wish to develop their skill in literary translation from Italian into English. It is divided in three parts: Grammar, word study, and literary passages to be translated. The grammar gives no descriptions or rules; it simply gives English sentences to be corrected, Italian sentences to be translated into English, and passages to be translated into English also. The grammar rubrics cover the conventional topics: articles, substantives, adjectives, pronouns, verbs, concord, adverbs, and prepositions. Corrected responses are not provided. The vocabulary gives verb-particle combinations (e. g. take up), Italian words with various possible translations in English, "trap words" (false cognates) which resemble English words but have different meanings, and colloquial phrases in English classified into areas such as the human body, clothing, the house, food, etc. In general the material follows British usage. The literary passages to be translated into English are taken from Italian authors.

[470]

VALPOLINI, M. L., and BIANCHI, I. Lezioni di Lingua Inglese. Corso Completo. Morfologia, Sintassi, Numerosi Esercizi, Nomenclatura, Brani di Versione, Antologia di Letture Progressive. Sixth Edition. Milan, Italy: Dott. F. Mariani editore, 1953. 478 + 16 p. Paper binding.

Begins with a brief introduction on pronunciation. The bulk of the book is made up of forty-five lessons with review chapters coming after every 7 lessons. An appendix contains irregular verbs, synonyms and homonyms, "trap-words", abbreviations, slang, and notes on American English. Table of contents and subject index at the end of the book. The pronunciation material at the beginning of the book uses a spelling approach; that is, it describes how the letters are to be pronounced rather than dealing with the sounds first and then indicating how they may be written in ordinary spelling. Intonation and stress are not treated. No phonetic notation used. The lessons proper contain

sections on grammar, vocabulary, translation, reading, and exercises. The grammar is presented in the form of rules with a few illustrative examples. The rules are in Italian; the examples in English with Italian translation. The content and sequence of the grammar materials are conventional. They begin with the article and proceed with forms of nouns, verbs, etc. The vocabulary consists of bilingual lists classified by context area as an introduction for the reading of each lesson. Early areas deal with the family, home, school, etc., later ones shift gradually to other useful areas including travel in England. Every lesson has sentences in English to be translated into Italian and Italian sentences to be translated into English. The readings begin with the family and other areas familiar to the students and then shift to literary selections from English and American writers. Some of the English writers represented are Swift, Dickens, Kipling, Wells, Shaw, Wilde. Some of the American writers represented are Mark Twain, Anne M. Lindberg, H. V. Morton. Explanatory notes follow each reading selection. Three or four exercises appear in each lesson. They include the following types and others: fill-in, answering questions, dictation, memorization of the readings, changing the tense of a reading selection, describing, correcting sentences, making sentences, repeating the story. The book seems adapted to high school boys and girls. Some of the early readings need minor editing.

## JAPANESE STUDENTS

[471]

BRICKLEY, S. G., translator. Writing of Idiomatic English. 2nd edition. Tokyo: Kenkyusha Publishers Ltd.

[472]

FRIES, C. C., director. Research staff of the English Language Institute. Supplementary Exercises in Pronunciation, English for Japanese Students. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1950. x, 39 p. Mimeographed. Prepared by Richard Andrade of the English Language Institute Staff. To be used in conjunction with English Pronunciation Exercises in Sound Segments, Intonation, and Rhythm.



These supplementary exercises are specifically directed toward pronunciation difficulties of Japanese speakers which are not included in the larger book. A composite table of contents gives the exercises that apply to Japanese speakers in both texts. All the exercises are directed toward giving the student practice in hearing and producing the significant sound features of American English which do not occur or are not significant in Japanese in the same patterns as in English. The exercises are those brought to effective form at the English Language Institute. They deal with both production and recognition. A simplified phonemic alphabet is used. Intonation and rhythm are indicated by means of a running line above or below the type to represent the four significant levels of English intonation. The system was devised by Pike at the English Language Institute for the 1942 materials.

[473]

GERHARD, ROBERT H. A Handbook of English and American Sounds for Japanese Students. Tokyo, Japan: Shimizu Shoin, xviii, 397 p., diagrams.

Gives phonetic descriptions of the sounds of American English and of British English, emphasizing those features which are least obvious to Japanese speakers. An advanced text.

[474]

HAGIWARA, K., INAMURA, M., and TAKEZAWA, K. New Jack and Betty: English Step by Step. Tokyo: Kairyudo, 1953. 1st Step: vi, 184 p. 2nd Step: iii, 184 p. 3rd Step: iii, 184 p. Paper bound. Full color cover. Illustrated in black and white.

Carefully graded direct method lessons for beginning elementary school children in Japan. The books consist mainly of dialogues and exercises. Pronunciation of new words appears at the bottom of each page in IPA symbols representing British English pronunciation. Ordinary spelling in large type is used everywhere else. Many pen-and-ink sketches are used throughout to illustrate the meaning of new words. Uses arrows and other graphic devices to point up grammar matters in contrastive examples and to show what is to be done in each exercise. The conversation and vocabulary seem well suited for the age group.

intended. Some sentences are given in cursive writing to be copied by the students. The cultural content includes U. S. customs, European and other countries, information about farming, etc. None of the people that together with Jack and Betty make up the story seem to be Japanese so that the greater understanding that the children might acquire of their native culture in connection with their understanding a foreign one may not be fully gained.

[475]

INAMURA, MATSUO, and others. 20 records for "New Jack and Betty." 8 records for "Revised Jack and Betty," and 2 records for pronunciation drills. Tokyo: Japan Columbia Company, 1954.

[476]

Kenkyusha's Simplified English Dictionary. New Edition. Rutland, Vermont: Tuttle Publishing Co., 1951.

[477]

New Tsuda Readers. By a committee of Tsuda College (Ai Hoshino, Chmn., Yoshi Kasuya, Taki Fujita, Mary H. Campbell, Masako Isshiki, Hisako Tanabe.) Tokyo: The Sanseido Publishing Company, 1952. Book I: 70, vii p. Book II: 72, xi p. Book III: 83, xv p. Illustrated. Paper covers.

A series of lessons consisting each of a text and two or three exercises. In the early lessons the text is of a modified direct method type. The intermediate ones are mostly dialogues centering around the activities of Bessie, an American school girl, and friends. The later texts run toward reading matter with cultural, moral and literary themes. Ordinary English spelling is used throughout, but pronunciation of new words is given in IPA symbols at the bottom of each page. The pronunciation given is British Received Standard. There is a Teacher's Manual for each volume, with directions for the use of the books. The expressed aim is to teach the four skills; hearing, speaking, reading, and writing. The selection and grading of material is not based on systematic linguistic research but on the experience of the compilers. No systematic presentation of the pronunciation and structure of English.



## JEWISH STUDENTS

[478]

MORRIS, I. and R. English for Palestine Schools. 5 books. Tel-Aviv, Palestine: Joshua Chochik Publishing House.

[479]

REGELSON, A. Yad Ha-lashon. New York: Wolf Sales, 1949.

[480]

SIMONSON, A. My English Book. 2 volumes. Tel-Aviv, Palestine: Mordecai Newman Publishing House.

## KOREAN STUDENTS

[481]

LUKOFF, FRED, and assistants. English for Koreans. American Council of Learned Societies, Program in English as a Foreign Language, Publications edited by Martin Joos. Spoken English Textbooks. Washington, D. C.: American Council of Learned Societies, 1954. xv, 480 p. Paper bound; also cloth bound.

For adult Korean university students wishing to achieve a thorough oral mastery of conversational American English. This book is one of the series for specific linguistic backgrounds sponsored by the American Council of Learned Societies and developed by linguists. The books of the series are patterned after the Spoken Language Series in foreign languages used in the ASTP of the U. S. Armed Forces. The lessons begin with a practical dialogue in colloquial conversational style occasionally bordering on slang, e. g. "I've been dating a couple of blondes," (p. 293); "Yep. My watch says five o'clock," (p. 292). The dialogue appears in Korean at left, in a phonemic transcription in the center, and in ordinary English spelling at right. The students are to master the dialogue as nearly like natives as possible. Following the dialogue is a pronunciation section in which the segmental and suprasegmental phonemes of English are described in considerable detail in Korean. The phonemic analysis used is that worked out by Trager and Smith in Outline of English Structure [15]. It is the most ambitious analysis made by American linguists to date and includes four levels of phonemic

stress, four juncture phonemes, four pitch phonemes and the consonants and vowels. Descriptive grammatical statements, also in Korean, follow the pronunciation section. In the grammar as in the pronunciation a linguistic comparison of English and Korean preceded the writing of the lessons in order to determine which matters would require most attention. Such a comparison would have a bearing on the order of presentation of the materials as well as on the actual description. The order of presentation, however, seems to be the same for the Korean version as for the Spanish and other versions. The dialogues too are identical in both versions except for the name of the student who visits the United States who has a Korean name in the Korean book. The dialogue develops among college students including one from Korea in a college in the United States. Some aspects of student life and views are portrayed. A number of additional practice exercises appear in each lesson. Since all descriptions, headings and instructions are in Korean, the teacher should know that language to use the book comfortably. Korean is used in lesson one-hundred with the same extensiveness as in lesson one. The book seems best adapted to Korean university level students planning to study in the United States.

#### LATVIAN STUDENTS

[482]

POGINA-EICHE, A., and POGINA, V. Course of English. Revised Edition. Stockholm, Sweden: Wega Stiftelsens Förlag, 1946.

#### MALAYAN STUDENTS

[483]

CHEESEMAM, H. R., and FRISBY, A. W. The Malayan English Course. A course in English Composition and Grammar for English Schools in Malaya. London; New York; Toronto: Longmans, Green and Co. Singapore: Malaya Publishing House Ltd. 1947. Part One (For Standard Two and Special Malay Classes): viii, 152 p. Part Two (For Standard Three and Special Malay Classes): viii, 184 p. Part Three (For Standard Four and Special Malay Classes): viii, 216 p. Heavy paper covers.



Part One emphasizes oral exercises. Subject content is about Malaya. Pronunciation drill provided, but phonetic symbols are not used. Conventional grammar approach with paradigms, definitions and extensive grammar terminology. For more or less advanced students; not a course for beginners. Parts Two and Three give more emphasis to written work with heavier treatment of grammar, including analysis. In general, a direct method text; avoids translation. Exercises include "Sound Drills" for production of contrastive sounds, e. g. it-eat, ship-sheep. "Transcription and Homework," consisting of dictation in ordinary spelling and learning by heart questions and answers from the lesson. "Oral Exercises," substitution of tenses, identification of parts of speech, fill-in exercises, answering questions about the story. The story part which begins each lesson is in dialogue form. No treatment of intonation, stress or rhythm.

[484]

New Method Malayan Readers. Primers 1-2. Readers 1-5.  
London; New York; Toronto: Longmans, Green and Co., 1946-1948.

[485]

Oxford English Course for Malaya. Pupils' Books 1-8. Teacher's Notes 1st-7th years. (Oxford Progressive English). London; New York; etc.: Oxford University Press, 1946-1947.

### MAURITIUS STUDENTS

[486]

The Oxford English Course for Mauritius, Book One, Part I: Speaking. Oxford University Press. Adapted from original Faucett course by F. G. French, Isabelle Frémont and Sheila Campbell.

Book One, Part I consists of twenty-six pages of illustration without text to be used in conjunction with First Year English by F. G. French, a Teacher's Handbook of 180 pages. Most of the Mauritius students are culturally Indian; some are Creole.



## NORWEGIAN STUDENTS

[487]

**BJØRGE, H. and J. Learn English.** Oslo: Fabritius and Sønners Forlag. Hefte I (1952): 132 p. Hefte II (1950): 70 p. Hefte III (1950): 90 p. Heavy glossy-paper covers.

This is an attractive, well-printed text which includes intonation, phonetic transcription, grammar, conversation, vocabulary, and exercises. The topics of the conversations and readings deal with Norway and Britain. The intonation is marked by dots and dashes (level or slanted) on a separate line below the phonetic transcription. It is an attempt at phonetic representation of intonation, rather than a phonemic, structural, notation. The phonetic transcription represents British Received Standard pronunciation. Grammar is discussed in Norwegian with examples in English. The exercises include questions and answers about the readings, fill-the-blank sentences, sentences in Norwegian to be converted into English, words in ordinary spelling to be put into phonetic symbols, and vice versa. The lessons begin with a brief introduction in Norwegian followed by a list of the words to be used in the lesson. The phonetic transcription of each word and a Norwegian meaning equivalent are given. Reading is next with often a composite picture to be used as stimulus for the reading itself and the questions that follow.

[488]

**BJØRGE, H. and J. Learn More English.** Oslo, Norway: Fabritius and Sønners Forlag, 1951.

[489]

**BREKKE, K., ved BAKKE, K., and MIDGAARD, J. Engelsk for folkeskolen.** Fifth Edition. Oslo: J. W. Cappelens Forlag, 1949. Cardboard covers, cloth back.

Attractively presented. Ten-page introductory description of English sounds by means of articulatory description, phonetic transcription of examples, and neatly printed facial diagrams. British Received Standard pronunciation is used. The first few lessons appear in ordinary spelling on the left-hand page and in phonetic transcription on the right-hand page. The arrangement



of the book is also somewhat different from others. Conversations and readings, songs and poems, and some model questions and answers are all presented together in forty lessons. Then come thirty-seven pages of supplementary readings and more conversations, songs, and poems. All the exercises for the lessons and the supplementary material are collected in the next thirty-four pages. The grammar is gathered together after these exercises. Finally there is the vocabulary, with all words in ordinary spelling, in phonetics, and in Norwegian. At the bottom of the pages devoted to the lessons appear the new words in ordinary spelling and in phonetics. Throughout the lessons, the student is given number and paragraph references to the exercises and grammar at the end of the book. An occasional "test" of vocabulary is given in the lessons. This is a direct method book almost all in English. Norwegian is used in the introduction, in the introductory pronunciation material, in the grammar, in some exercises, and in the vocabulary at the end of the book. It would seem well suited for later grades in elementary school and for early high school. Variety of learning material. The structure load seems to advance rather rapidly. Intonation and sentence stress are not treated. The grammar treats the morphology of conventional parts of speech but does not deal with syntax. The presentation is inductive with examples followed by a rule given in Norwegian.

[490]

BREKKE, K. *Lærebok i engelsk for begynnere*. B-Utgave. Ved J. Midgaard. Seventh Edition. Oslo: J. W. Cappelens Forlag, 1948. 231 p. Cardboard covers, cloth back.

Direct method reader beginning with a description of English sounds, using small facial diagrams and phonetic symbols modified to suit Norwegian spelling practice. Stories, conversations, poems, descriptions, fables, etc. take up about 140 pages and are followed by twenty-six pages of grammar and sixteen pages of exercises. The vocabulary at the end of the book is listed by the pages in which the words first appeared. The approximately 2500 words are given in ordinary spelling, in the modified phonetic notation, and in Norwegian. The pronunciation of new words is also given in the text at the bottom of the page where they first appear. This book would seem adapted to the interests

of upper elementary school children or junior high school students. The structure and vocabulary loads seem heavy and may require previous study of English. The grammar follows the conventional sequence for parts of speech and does not treat syntax. The presentation of each point is done inductively by giving the examples first. Exercises include questions to be answered, incomplete sentences to be completed, paragraphs with blank spaces for practice supplying forms required by context, dictation, etc. Intonation and sentence stress are not treated.

[491]

BREKKE, K. Engelsk Lesebok. 25th edition. Oslo, Norway: J. W. Cappelens Forlag, 1948.

[492]

CAMERON, W. Everyday Britain for Scandinavians. Oslo, Norway: H. Aschehoug and Company, 1949. Stockholm, Sweden: Almqvist and Wiksells Boktrickeri.

[493]

ECKERSLEY, C. E. English by Radio from the B. B. C. Parts 1-2. Oslo, Norway: Fabritius and Sønners Forlag, 1948-1949.

[494]

ECKERSLEY, C. E., and MARM, I. Essential English for Norwegian Students; An Introductory Course. London; New York; Toronto: Longmans, Green and Co., 1948. 95 p., illustrated.

[495]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. (See same title under FOREIGN STUDENTS).

[496]

HICKS, D. English by Radio from the B. B. C. Oslo, Norway: Fabritius and Sønners Forlag.

[497]

CARL KNAP: Let us Speak English. Revised edition by K. Nasset, E. Slaatto, and R. Rindal. New revision of Lærebok i Engelsk



for Folkeskolen. Third edition. Oslo, Norway: Forlagt av H. Aschehoug and Co. W. Nygaard, 1949. 268 p., illustrated.

A-Carl Knap direct method course very much modified by the revisers. Sections as follows: Forward in Norwegian, discussion of British English sounds, using IPA transcription, and British English intonation, following Armstrong and Ward's English Intonation. Explanations in Norwegian. Forty-seven direct-method lessons with illustrations. Sixty-seven short passages, songs, stories, etc. depicting mostly the British Isles and their people. Homework section, grammar section, and glossary at end of book, all three using Norwegian. The lessons show an attempt at gradual introduction of vocabulary as items and grammar as morphology. Since Norwegian sentence patterns are often similar to English, the direct method, which did not organize materials according to structure, has produced fair results in lessons which tend to postpone difficulties. Some memorization of conjunctions, phrases, and sentences is required in each lesson. Homework based on the lessons. The grammar discussions are mostly on forms of words. The book is used with late elementary and junior high school students in Norway.

[498]

MEEN, G. Tests and Spelling Matches. Third Edition. Oslo: J. W. Cappelen Forlag, 1950. 47 p. Paper covers.

A workbook for Norwegian students of English. The exercises include pictures to be identified, article to be supplied, plurals, fill-the-blank with verbs, change sentences to another tense, give negative answers to questions, give various verb phrases for a list of verbs, give comparatives, opposites, etc. Instructions in Norwegian in early exercises, and in English in later ones.

[499]

NESSET, K, and SLAATTO, E. Let us Write English. Oslo: Forlagt av H. Aschehoug and Co., 1953. Book I, Fifth Edition, 47 p. Book II, Fourth Edition, 7 p. Workbook type booklets.

The exercises include question-and-answer, fill-the-blank, change from singular to plural, etc. Summary of grammatical patterns at end of book.



[500]

NORÅS, H., and JOHANNESSEN, E. K. Learn English by Pictures. Oslo, Norway: Fabritius and Sønners Forlag, 1950.

[501]

SIVERÅG, T., and others. Anglo-American Reader, I. Oslo, Norway: Cammermeyers Boghandel.

[502]

SOMMERSTEN, K. Kort Engelsk Grammatikk. Oslo, Norway: Fabritius and Sønners Forlag, 1950.

[503]

SOHR, R., and SØRAAS, H. English for Beginners. Sixth Edition. Oslo, Norway: Fabritius and Sønners Forlag, 1951.

Apparently a widely used book judging from the 95,000 copies printed. Like the other Norwegian books it begins with a section on pronunciation using IPA symbols, continues with direct method readings, conversations, etc., and exercises. Has further readings, a grammar summary and final vocabulary. The pronunciation deals with consonant and vowels but not with intonation or sentence rhythm. The lessons begin with the usual simplified, somewhat artificial conversation: "Father is a man. Father is a gentleman. What's father." They proceed to more interesting and less well graded material rather rapidly. There is variety in the selections, conversations, songs, and readings. The interest is for rather young children, at the elementary school level. The songs are given with the music as well as the words. Cultural content is mostly about the British Isles. Following the lessons appear two children's plays, "The Wolf and the Three Little Pigs" and "Snow-White and the Seven Dwarfs," and a story, "Beauty and the Beast." Grammatical rules gathered at the end of the volume deal with morphology rather than syntax. Glossary in English, phonetics and Norwegian.

[504]

SØRAAS, H., and NIELSEN, A. W. English Reader I, med glossar. For Realskolens og Gymnasets Første Klasser. Oslo, Norway: Fabritius and Sønners Forlag, 1952. 333 p. Illustrated. Cardboard covers and cloth back.



Direct-method reader. Contains stories, poems, dialogues, games. Assumes some initial knowledge of English. Sample songs: "Three Blind Mice," "Auld Lang Syne," "Clementine". Readings include little folkloric stories and generally edifying bits of prose from here and there, and something on Lincoln and on Edison. Mostly dealing with the British Isles. The vocabulary load is of approximately 3000 words and 300 geographic and other terms. The structure load seems somewhat heavy. Distribution of topics for reading includes folklore, geography, history, sports and games, U. S. A., and miscellaneous. Vocabulary listed by page at the end of the book, and also alphabetically. Gives English followed by phonetics and Norwegian.

[505]

SØRAAS, H., and NIELSEN, A. English. Reader II. Oslo, Norway: Fabritius and Sønners Forlag, 1949. 270 p., illustrate Cardboard covers.

Selections, poems, conversations, on English and American themes. English-Norwegian glossary at the end. The content ranges over history, literature, regions, and interpretations of modern life.

[506]

SØRAAS, H., and NIELSEN, A. W. Vocabulary. 2nd Edition. Oslo, Norway: Fabritius and Sønners Forlag, 1950. 93 p.

[507]

STABELL, W. W. Fiction and Life. Engelsk Lesebok. Oslo, Norway: H. Aschehoug and Co. (W. Nygaard), 1950. 278 p., illustrated. Cardboard covers.

Selections of British and American writers. Mostly prose. English-Norwegian glossary at the end of the book, classified not alphabetically but by selections. Some American writers represented are Sherwood Anderson, Mark Twain, Jack London. For high school students in Norway.

[508]

STABELL, W. W. Let us Talk about the Story. Oslo, Norway: H. Aschehoug and Company, 1949.

[509]

QVAMME, B., and SØRENSEN, B. Fra Tower of London til  
Boulder Dam. Oslo, Norway: J. W. Cappelen Forlag, 1947.

## PHILIPPINE STUDENTS

[510]

BARRON, BRYTON. Common Errors Corrected; A Comprehensive  
English Manual for Filipinos. Manila, Philippines: Philippine  
Education Co., Inc. 1950 (c1927). 291 p. Cardboard binding.

A four-year course for high school students in the Philippines. Companion volumes entitled Mastery of English Fundamentals provide additional drill exercises for each year. Sections on Pronunciation, Language Habits, Themes and Spelling. Adapted to the secondary course of study in the Philippines. All English. No intonation aids. Pronunciation references are to spelling. "Language Habits" gives rules and examples in English.

## POLISH STUDENTS

[511]

ECKERSLEY, C. E., and CORBRIDGE-PATKANIOWSKA, M. Essential English for Polish Students. London; New York; Toronto: Longmans, Green and Co., 1947. 100 p., illustrated.

[512]

FRENKIEL, Z. Bad'z Gentleman'em. London: J. Rolls Book Company, 1947.

[513]

MacCALLUM, T. W. English for Poles. New York: Roy Publishers.

## PORTUGUESE-SPEAKING STUDENTS

[514]

ALEM, NEIF ANTONIO. English Easily Spoken. Direct Method. Book 1, Tenth Edition; Book 2, Seventh Edition. São Paulo, Brazil: Edições Melhoramentos, 1944. Vol. I, 117 p.; Vol. II, 191 p., illustrated. Cardboard covers.



For early secondary school. List of words, reading, questions. All-English.

[515]

BINNS, HAROLD H. King's-English. Para a Segunda Serie Ginasial. 14th Edition. São Paulo, Brazil: Companhia Editora Nacional, 1944. 195 p., illustrated. Cardboard covers.

For the second year of secondary school in Brazil. All-English. Each lesson has a composite picture, a reading based on the picture, questions, grammar notes with examples, and an exercise for correction. English-English vocabulary at the end of the book. Harold H. Binns wrote a number of English textbooks in Brazil. Among them are The Direct Method for Beginners with Grammar; From Talks and Stories of Daily Life to Grammar; King's English; 2º. Ano Ginasial, 3º. Ano Ginasial, 4º. Ano Ginasial; Lições de Inglês (Para o Curso Comercial), First, Second, and Third Volumes. The series for business schools uses English-Portuguese and Portuguese-English translations.

[516]

CAMPOS, J. L., Jr. Seleção Inglesa de Autores Modernos; Present-Day English. 2nd Edition. São Paulo, Brazil: Companhia Editora Nacional, 1940. 232 p. Cardboard covers.

Short selections of English and American writers. Footnotes translating difficult items. English-Portuguese vocabulary at the end of the book. Campos also wrote Como se Aprende Inglês; Dicionário de Verbos Ingleses; and Springtime (School Memories).

[517]

CAMPOS, JOSE LUIZ, Jr. Springtime (School Memories). An English reading book for boys and girls. 3rd Edition. São Paulo, Brazil: Companhia Editora Nacional, 1941. 176 p., illustrated. Cardboard covers.

Short readings about famous people, etc. Questions about the readings. No vocabulary explanation or other learning aids.

[518]

CARVALHO, ADAZIR ALMEIDA. An English Course for Secondary Schools in Brazil. Segunda Serie. São Paulo, etc., Brazil:

Editora do Brasil, S. A., 1953. 139 p., illustrated in two colors. Cardboard covers.

Lessons beginning with sentences and reading selections of the direct method type. Drawing of many objects to help convey lexical meanings without recourse to the native language. Grammar sections in each lesson are said to conform to the official plan of study which favors an inductive approach. As interpreted in this book it consists chiefly of learning the conventional grammar terms for parts of speech, etc. by means of a few examples. The sentences and readings are simplified to the point of using only the verb *be* in the simple form for about two-thirds of the book. Pronunciation, intonation, and rhythm are not treated.

[519]

CORTINA, R. DIEZ DE LA. *Inglês em 20 Lições*. New York: R. D. Cortina Company, Publishers, 1949. 316 p. Cloth bound. 15 records available.

Conversations in ordinary spelling on left-hand page, in normalized spelling to represent pronunciation on right-hand page. Also, idiomatic translation into Portuguese on right-hand page. Explanatory notes in Portuguese at bottom. English-Portuguese vocabulary precedes each conversation. Summary grammar sections in Portuguese.

[520]

DIMMICK, R. E. I., and STREHLNECK, OLGA. *A Basic Reader; Part I, Part II, Part III*. São Paulo, Brazil: União Cultural Brasil-Estados Unidos, 1948, 1949. I (1948): 72 p.; II (1948): 103 p.; III (1949): 125 p. Paper covers.

Lessons to supplement the *Pocket Book of Basic English*. For Portuguese speakers. Each lesson gives the words to be learned, a passage, questions about the passage and usually one or two exercises of the fill-in or change-the-form types. The passages provide self defining context for words, e. g., "Here is a girl's head. The girl's nose is between her eyes and her mouth. Her nose is over her mouth; her mouth is under her nose."



Villages and Hamlets" by Humphrey Packington; "The Oregon Trail" by L. S. Coyle and W. P. Evans; "The English Language in America," "The Monroe Doctrine," "The American University," etc. No pronunciation aids. Other books by the same author: English for Brazilian Schools. 2a Série Ginásial. 1º ano colegial. 2º ano colegial.

[527]

PIERCE, STEPHEN. Beginners' English, I, Direct Method. 6th Edition. São Paulo, Brazil: Livraria Academica, 1945. 78 p., illustrated. Cardboard covers.

All-English. Each lesson has a picture, a reading based on the picture, and exercises (questions and answers, matching, reading aloud). The stressed syllables in the readings are printed in italics.

[528]

REIS, OTELO, and SERPA, OSWALDO. Medical English. A Selection from Scientific Literature. Fourth Edition. Rio de Janeiro, Brazil: Livraria Francisco Alves, 1941. 276 p. Paper covers.

For candidates for the entrance examination to the medical schools of Brazil. Selections from medical and scientific literature. No vocabularies or other learning aids.

[529]

SCHMIDT, ISABEL JUNQUEIRA. English; Fourth Grade. Fourth Edition. São Paulo, Brazil: Companhia Editora Nacional, 1945. 229 p., illustrated. Cardboard covers.

For fourth year students of English in the secondary schools of Brazil. Each lesson includes a reading selection, questions about the reading, and grammar notes. All-English. The readings are adaptations and selections from American and English writers. The subject of the readings covers four major areas: Landscape and life of the United States of America; American civilization and its influence; landscape and life of the British Isles; English civilization and its influence; and landscape and life of other English-speaking countries. No pronunciation. This book is the third of the series. Preceding it are English; Second Grade and English; Third Grade.

[530]

SCHMIDT, MARIA JUNQUEIRA. My Little World. São Paulo, Brazil: Companhia Editora Nacional, 1935. 105 p., illustrated. Cardboard covers.

Reading, pictures with labels on them, questions about the reading, suggestions for other activities. The sentences in the readings are long. For Brazilian children at an intermediate level of proficiency. All-English. No vocabularies or help in understanding the structures used in the readings.

[531]

SCHORSKE, GEORGE. The New Applied English Grammar. 1<sup>o</sup> Tomo. Second Edition. Porto Alegre, Brazil: Livraria do Globo, 1944. 484 p. Cardboard covers.

For university level students in Brazil. This volume contains major sections on grammar, graded and scientific readings, and pronunciation. The grammar consists of rules in Portuguese and examples in English. The readings have footnotes giving Portuguese meanings of difficult items. The content is general English life and history, and later, medical and scientific. The pronunciation attempts to give the sound values of the letters of the alphabet. Nothing on intonation or stress.

[532]

SERPA, OSWALDO. Easy English; Excerpts. Fifth Edition. Rio de Janeiro, Brazil: Livraria Francisco Alves, 1945. 159 p., illustrated. Cardboard covers.

Anecdotes, lists of words illustrating given sounds, and everyday sentences. The author recommends that the materials be presented orally first. Oswaldo Serpa has also written Modern English Grammar with rules, exercises and examples (190 p.), Elementos de Gramatica Inglesa with explanations in Portuguese (112 p.), and collaborated in English for Children, and ABC Direct Method.

[533]

SERPA, OSWALDO, and da SILVA, MACHADO. English for Children; First Book. Direct Method. Ninth Edition (1945).



Paul and Mary; Second Book of English for Children. Fourth Edition (1944). Direct Method. Rio de Janeiro, Brazil: Livraria Francisco Alves. Vol. I, 95 p.; Vol. II, 105 p., illustrated. Cardboard covers.

For elementary school children in Brazil. Simple reading with illustrations; grammar examples; exercises (answer the questions, fill-in, true-false); scattered songs, nursery rhymes, poems.

[534]

SHAW, O. Exercises to be Used in the Study of Thornton Wilder's Our Town. Rio de Janeiro, Brazil: Instituto Brasil-Estados Unidos, 1948.

[535]

SHAW, O. Vocabulary and Exercises to be Used in the Study of William Saroyan's The Human Comedy. Rio de Janeiro, Brazil: Instituto Brasil-Estados Unidos, 1948.

[536]

União Cultural Brasil-Estados Unidos, São Paulo, Brazil. They have published a number of texts for Portuguese speakers. The following are among them: Pequeno Manual de Fonética Americana, and Beginning English--Book I, Book II, by R. E. I. Dimmick; A Short Conversation Manual by R. E. I. Dimmick and Ann Hotchkiss; American Prose Selections (an anthology) by J. F. Privitera and Dorothy Rauscher; Our Town edited by C. H. Prator and R. E. I. Dimmick.

[537]

VASCONCELLOS, NUNO SMITH DE. English Advanced Grammar. 2nd Edition. São Paulo, Brazil: Companhia Editora Nacional, 1938. 281 p. Cardboard covers.

Description of English grammar with examples. All-English. For advanced secondary and preparatory school students in Brazil. Smith de Vasconcellos published a number of English textbooks in the 1930's. His English Intuitive Method is a series of readings with questions about the readings. Other titles are English Anthology; English Simplified Grammar; English Reader for Brazilians, illustrated; etc. Most of his books are all-English without vocabulary translations.

## SPANISH-SPEAKING STUDENTS

[538]

AGARD, F. B., and assistants. El Inglés Hablado para los que hablan español. Prepared under the auspices of the American Council of Learned Societies. New York: Henry Holt and Company, 1953. xii, 403 p. Cloth bound. Five long-playing records.

This is the first in a series of textbooks in English as a foreign language for specific linguistic backgrounds. The second one is English for Koreans by Lukoff [481]. The third, English for Indonesians by Williams [465]. These books belong to the branch of the linguistic movement made famous by the so-called Army method used during the Second World War to teach foreign languages to the U. S. Armed Forces. Some of those materials were published by Henry Holt and Company as the Spoken Language Series. The English textbooks apply the same techniques to teaching English as a foreign language. One improvement is represented by the linguistic comparison of English with the native language of the student as a basis for the material to be taught. Another is the addition of practice exercises. The analysis of English pronunciation used in all the books is that of Trager and Smith, Outline of English Structure [15]. For the general linguistic content see Structural Notes and Corpus [65]. For instructions to the teacher see Welmers, English as a Foreign Language [69]. The material is presented in twenty groups of five lessons each, a total of one hundred lessons. Each group begins with a dialogue, followed by comments on the dialogue. In a separate lesson are pronunciation and grammatical notes. Next is a lesson with grammatical exercises, and another lesson reviewing selected sentences from the dialogue. The fifth lesson of each unit is devoted to reading part of the same material, taking dictation, and giving further discussion and examples of pronunciation. The dialogue is very much like the "mim-mem" (mimicry-memorization) of the Spoken Language Series. The sentences are presented in three columns: Spanish equivalents, phonemic transcription, and ordinary English spelling. First appear parts of the sentence, then the complete sentence as a unit. The dialogues depict the visit of a foreign student of college age to the United States to study. In this book it is a Latin American student. The comments



following the dialogue are in Spanish and deal with minor linguistic explanations and with customs of a university community as they occur in connection with the dialogues. The pronunciation and grammar materials are presented in descriptive paragraphs in Spanish with occasional comparison or reference to Spanish, and with English examples. The grammar exercises include various well-known types, e. g., fill-the-blank, add items from a list, change to plural, change verbs to preterite, make sentences with given words, etc. It will be helpful to note some similarities and differences between these books and those of the English Language Institute of the University of Michigan. For the latter see Fries [360] [361] [362] [382]. Fries and his associates published their first edition in 1942, the second in 1943, and a new edition in 1953-5. The Fries Michigan materials were from the beginning based on a linguistic comparison of English with the student's native language, thus we now have similarity of practice on this fundamental matter. We note also that both aim at oral mastery of the language. Both use phonemics and phonemic symbols. Both deal with intonation. Both attempt to teach the language for use. The phonemic analysis may theoretically be more complete in the ACLS books in the matter of juncture phonemes. Trager and Smith's phonemic analysis was developed after that of Pike (used in the Fries materials). The grammar materials seem more meaningful in the Michigan materials since their new edition incorporates, in part at least, Fries' new study, The Structure of English. Both use imitation as a major learning device, but the Michigan materials have in addition a variety of newer type learning exercises at both the level of conscious choice and of automatic selection of patterns that are called "Pattern Practice." Another difference has to do with the amount of use of the native language in the books. In the Michigan materials everything is presented in English and the instructor is told to use the native language in explanation only when necessary. In the A. C. L. S. materials the native language, Spanish in this case, is used extensively to give the meaning of the dialogue, the pronunciation and grammar description, the notes to the dialogue, and the vocabulary. The same proportion in the use of the native language is observed in the A. C. L. S. material in lesson one, when the student might need it most, as in lesson one hundred, the last one. The A. C. L. S. materials also have a Spanish-English



and English-Spanish vocabulary at the end of the book. The English-Spanish list is given twice: one classified "alphabetically" as to phonemes, not letters, and the other classified by spelling order as usual. The phonemic transcription of the words is also given in the vocabulary. These new textbooks are thorough attempts to teach English to specific language and cultural backgrounds. The A. C. L. S. materials attempt to convey near native mastery of everything. The Michigan materials give more emphasis to phonemic and structurally significant grammatical patterns that contribute fundamentally to communication than to other matters which contribute primarily to sounding like a native.

## [539]

ARROYO, JUSTA, and MITCHELL, JEAN F. Curso Moderno de Inglés: Gramática y Conversación. New York: The Macmillan Company, 1947. x, 369 p., illustrated. Cloth bound.

For advanced secondary school students. Grammar, readings, and translation. Two reading selections in English per lesson, full grammar treatment in Spanish with English-Spanish examples, idioms with Spanish translation, English-Spanish vocabulary at the end of the book.

## [540]

AVILA, LUZ P. de. Texto de Inglés, 1º, 2º, y 3er Curso de CCy LL. Revisado y aprobado por el Ministerio de Instrucción Pública. Según los Programas Oficiales 1944-1945. San Salvador, El Salvador: Tipografía La Unión-Dutriz Hnos., 1944. 125 p.

A small book of lessons containing reading, English-Spanish vocabulary, questions, translation, grammar notes. Intended for the first, second, and third years of English in the secondary schools of El Salvador.

## [541]

BARRANCO, RAFAEL A. Spoken English. Panama City, Panama: Printed at the Imprenta Nacional, 1948. vii, 96 p. Cloth bound.

This small book is intended for the secondary school level in Panama. It begins with thirty-one pages of dialogues in ordinary



spelling with no help to teacher or student as to pronunciation, stress, or intonation. These dialogues are intended for memorization. One page is devoted to examples with the verb "to be" and one page to "English verbs followed generally by a gerund or present participle." That is all that might be called grammar. Four pages contain proverbs in English and Spanish. The remainder of the book deals with pronunciation of sound segments. The pronunciation material consists chiefly of words and sentences written in ordinary spelling and illustrating English segments.

[542]

Berlitz School. Strumpen-Darrle, Robert, and Berlitz, Charles F., editors. El Berlitz Sin Maestro: Inglés. New York: Grosset and Dunlap, 1951. viii, 251 p., illustrated. Cloth covers.

Questions, answers, sentences with some continuity as to patterns. Each sentence appears in bold face type in English with pronunciation under it in normalized spelling, and Spanish translation completing a triple line. Occasional notes in Spanish to warn against common mistakes. Question exercise for review of lesson.

[543]

BESOSA, MARGARET NANCE de. English Composition for Spanish-Speaking Students. New York: F. S. Crofts and Company, 1945. 471 p. Clth covers.

A grammar of English for advanced Spanish-speaking students. Definitions and rules with examples take up the first half of the book; the second half is made up of work-book type exercises.

[544]

BROWN, HARVEY. Spoken English for Foreign Students; with Spanish Appendix. 2nd Edition. New York: Pitman Publishing Corporation, 1950. xiv, 128 p.

[545]

BUMPASS, FAYE L., and ELLIOTT, PATRICIA, editors. Seven Short Stories. Lima, Peru: Sanmartí Publishing Company, 1946. 193 p., illustrated. Paper covers.

Simplified reading for intermediate and advanced Spanish-speaking students. The vocabulary of the stories has been reduced to 1,247 words plus "cognates". New vocabulary is translated into Spanish in footnotes. Following each story are brief exercises on comprehension of the story, questions about the story, grammar, pronunciation, and vocabulary. The exercise in comprehension is of the true-false, multiple choice, or completion type. The grammar, usually consists of a few sentences to be changed in some way. The pronunciation sections give words and sentences in ordinary spelling to be pronounced with attention on various English sounds. The vocabulary gives examples of idiomatic expressions and two-word verbs. The stories are by Washington Irving, Nathaniel Hawthorne, Edgar Allen Poe, Mark Twain, Bret Harte, and O. Henry.

[546]

BUMPASS, FAYE L., and LARSON, MILDRED H. John and Lucy Ward in the United States. Lima, Peru: Empresa Gráfica Sanmarti, 1950. 161 p., illustrated. Paper covers.

English text for fifth year high school in Peru. Students have had four years of English before they study this text. Graded lessons consisting of a short narrative, questions about the narrative and for conversation, a dialogue for dictation, grammar explanations in English with examples, exercises on the grammar, and review exercises of various types on grammar, pronunciation and vocabulary points. Vocabulary restricted to 1092 words of which 212 are "easily recognizable cognates."

[547]

BURNETT, FEDERICO L. Método "Burnett." Contribución a la Enseñanza del Inglés en Países de Habla Castellana. Published by the author, Calle Sarmiento 1438, Buenos Aires, Argentina. 20 p.

Attacks the use of I. P. A. symbols and presents his own way of representing sounds using ordinary spelling with diacritical marks.



[548]

BUSTILLO REINA, GUILLERMO. Palabras difíciles de Inglés. Con sus Derivados, Compuestos, Aceptaciones Especiales, Sinónimos y Antónimos. Tegucigalpa, Honduras: Librería América, 1949. Paper covers.

About 150 English words with examples of their use in various meanings, and translation of the examples into Spanish. Some derived forms, compounds, special uses, synonyms, and antonyms. No indication of how the words were chosen. Some of those included do not constitute real problems and others such as assist and attend, which Spanish speakers often confuse, are not included.

[549]

CHARTERIS, JOHN W. English Verbs and Vocabularies. New Edition Revised and Enlarged. Mexico, D. F.: Talleres Gráficos de La Nación, 1943. 59 p.

Spanish-English conjugation of regular and irregular sample verbs; Spanish-English list of regular, irregular, and two-word verbs. Spanish-English classified vocabularies. This is the tenth edition of an older booklet.

[550]

CLARKE, G. WINSTON, and PIEDRA, HARRY T. En Qué Puedo Servirle? May I Help You, Please? (Department Store Spanish, Inglés Para ir de Compras). Miami, Florida: Published by the authors, 1949. 112 p. Paper covers.

English shopping conversations on the right column with Spanish translations on the left column. For the housewife or tourist who wants to go shopping. No pronunciation aids. Fairly extensive department-store vocabulary (English-Spanish) by departments.

[551]

CLARKE DE ARMANDO, R. English for Secondary Schools. Books 1-3. Buenos Aires, Argentina: Angel Estrada y Compañía, 1947.

[552]

CORTINA, R. DIEZ DE LA. Inglés en Veinte Lecciones. Método Cortina. New York: R. D. Cortina Company, 1950. xii, 360 p.

Cloth bound. New printing of this book.

Each of four parts of the book includes four lessons and a large grammar section. The lessons consist of a dialogue in ordinary spelling on the left page with pronunciation in normalized spelling and idiomatic translation in Spanish on the right page. A literal Spanish translation and notes appear at the bottom of the left hand page. The grammar section discusses grammar points in Spanish and gives examples in English. English-Spanish vocabulary precedes each lesson. Records available for use with the book.

[553]

**DEL REAL ALONSO, ABELARDO.** Del Real's Cards for Learning the English Irregular Verbs. (Tablas Del Real para aprender los verbos irregulares ingleses). If you know the English irregular verbs, this device affords you the opportunity of reviewing them as a game. First Edition. Havana, Cuba: published by the author, 1953.

Four large cards (8 1/2" x 11") each listing forty-five irregular verbs with marked spaces for placing stamp-sized chips in which their past and past participle forms appear. The student matches the different forms by placing the chips on the cards.

[554]

**DIXON, ROBERT J.,** in collaboration with Marfa A. Andújar. Dixon: Complete Course in English; Book I; Book II. Published in Havana, Cuba: Latin American Institute Press, New York, N. Y., 1949. Vol. I, 292 p.; Vol. II, 294 p., illustrated. Paper covers.

There is also a separate edition with grammar rules written in Spanish and with an English-Spanish vocabulary at the end of each volume. Lessons containing a conversation with questions about it, grammar rules with examples, grammar exercises (change forms, fill-in, multiple-choice), reading with questions for conversation. Review every five lessons. For intermediate and advanced adults.

[555]

**ECKERSLEY, C. E., and SARMIENTO, E.** Essential English for Spanish Students. London; New York; Toronto: Longmans, Green and Co., 1947, 1948. 95 p.



[556]

ELIAS, ALFREDO Método Práctico de Inglés. New York: National Paper and Type Company, 1920, 1921, 1930, 1940. x, 228 p.

Each lesson based on a composite picture of every-day living. The picture represents objects, people and actions. New vocabulary appears in ordinary spelling, a practical phonetic respelling for Spanish speakers, and Spanish translation. Notes on grammar. Exercises connected with the pictures. The exercises are of the reading, translation, fill-the-blank, question-answer, and writing types.

[557]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. (See same title under FOREIGN Students).

[558]

FERNANDEZ CUERVO, BERTA; VAZQUEZ, BEATRIZ; and PADRON, BERNARDINO. Exercises in Functional Grammar. Habana: Molina y Cía., S. A., 1954. Book One, Sixth Edition Revised and Corrected, 128 p. Book Two, Fourth Edition, 147 p. Paper covers.

All in English except the preface which is in Spanish. These are workbooks for written work. They are based on teacher experience. A variety of work-book type exercises with occasional paradigms or models make up the bulk of the material. The last three pages of each volume contain notes to the teacher. The exercises are mostly of the fill-the-blank and complete-the-sentence types. Illustrations are used in a number of them. Although the preface recommends that all the exercises be done orally first, it seems to mean reading them aloud. The vocabulary is limited to one thousand frequent words. The books are designed for seventh and eighth grade students in Cuba.

[559]

FARIAS DE LA GARZA, CARLOS. Business English. Mexico: Imprenta Universitaria, 1944. 251 p. illustrated. Paper cover.

Conversational English lessons for use in business secondary schools in Mexico. Reading, English-Spanish vocabulary, grammar notes in English, exercises (change of forms, translation, questions).

[560]

FRIES, CHARLES C., and Research Staff of the English Language Institute of the University of Michigan. An Intensive Course in English for Latin American Students. Revised Edition 1943. Reprinted 1949. Ann Arbor, Michigan, Wahr Publishing Co. Four lithoprinted volumes plus supplements. Vols. I, II, III, IV (each volume has separate lessons on pronunciation, grammar, readings and lectures, word studies); Vol. V (Index. Out of print); Vol. VI, Parts I, II (Oral Pattern Practice, mimeographed). Superseded by 1953-5 revision.

A complete series of textbooks for teaching English to Latin-American students. 1953-5 revision listed separately below. The lessons have sections on pronunciation and intonation, grammar, word study, and readings and lectures. Directed primarily to speakers of Spanish at the college and university level of maturity. Explanations in simplified English. Based on a descriptive analysis of English systematically compared with the native language. Good orientation content throughout most of the lessons, especially in volumes III and IV. Volume IV contains summary lectures on United States Government, education, religion, magazines and newspapers, regionalism, literature, music, art, etc.

[561]

FRIES, CHARLES C., and Staff of the English Language Institute of the University of Michigan. Patterns of English Sentences. viii, 165 p. English Pronunciation, Exercises in Sound Segments, Intonation, and Rhythm. vii, 195 p. Lessons in Vocabulary. i, 53 p. Cumulative Pattern Practices. iv, 149 p. Ann Arbor, Michigan. English Language Institute of the University of Michigan, 1953-5.

These volumes represent the 1953-5 revision of the materials of the English Language Institute, An Intensive Course in English for Latin American Students. The revised materials are at present being published in separate sets for pronunciation, gram-



mathematical structure, vocabulary, and pattern practice under the titles listed above. They have a variety of new-type oral exercises for use in the classroom and as homework. These revised materials incorporate the results of approximately fourteen years of experience teaching English to foreign students especially from Latin America. The materials and their sequence are based on the research of a team of linguists on the descriptive analysis of English carefully compared with the native language of the student. The grammar lessons are designed to help the student grasp and use the structural patterns of English. Minimal contrastive examples are followed by inductive generalizations and oral exercises for production with conscious choice. The pronunciation lessons give brief descriptions of the phonemes of American English and proceed immediately to series of exercises for recognition and production of those sound differences which are difficult for the student because of the sound system of his native language. A simplified phonemic alphabet is used in the materials that the student must produce or recognize. Intonation is treated structurally using a limited number of patterns marked by means of a running horizontal line which goes above or below the line of type to represent the four significant levels of American English intonation. The vocabulary lessons are devoted primarily to the study of problems arising from the special distribution of lexical meanings and forms in everyday vocabulary. Sufficient words to operate the structural patterns that the student is learning are also taught by means of examples in context in English. The pattern practice materials give the student experience in using the new patterns, sounds and words in a variety of situations while his attention is on the total meaning of the utterance. He thus tends to rely more and more on automatic selection and use of the pattern, i. e., the final stage of learning. All the volumes are entirely in English. Some contextual orientation matters are presented in the more advanced lessons. The rationale behind these materials is presented by Fries in Teaching and Learning English as a Foreign Language [51]. The grammar materials are based on Fries, The Structure of English [2] and American English Grammar [1]. The intonation analysis was developed by K. L. Pike for the 1942 materials and published separately in 1945 as Intonation of American English [13]. The journal Language Learning [246] and the little volume Selected

Articles from Language Learning [63] contain various contributions by members of the English Language Institute staff.

[562]

Fries American English Series for the Study of English as a Second Language. English Section (Department of Education, San Juan, Puerto Rico) Pauline M. Rojas, Director; Charles C. Fries, Consultant; and staff. Boston: D. C. Heath and Company, 1952-3. Book One: xii, 226 p. Book Two: xii, 268 p. Book Three: xii, 324 p. Book Four: xii, 435 p. Teachers Guide to Books One and Two: x, 261 p. Teachers Guide to Book Three: 168 p. Teachers Guide to Book Four: xi, 196 p. The students' books are bound in hard cloth covers, and the Teachers' Guides are bound in heavy paper. Books One and Two and their Guide appeared in 1952. Books Three and Four and their Guides appeared in 1953. Book Five is in press, and Book Six is in preparation.

This is a pioneer attempt to apply recent advances in linguistics to the teaching of English as a foreign language at elementary and secondary school levels. The books consist of selected activities which demand the use of the language and the formation of speech habits according to the structure of English. Books One and Two are intended for pupils from about ten to fourteen years of age, i. e., grades four, five and six. Each unit in Book One and Two contains five parts: Part One deals with listening and speaking, Part Two with reading, Part Three with writing. Part Four is made up of exercises which bring together the material learned in the first three parts. Part Five provides systematic review by integrating new items with those of previous units and it also provides opportunity to respond more freely than in previous parts. The books are all in English and assume that the pupils using them will be in a non-English-speaking environment. Numerous illustrations are used throughout the lessons as part of the learning exercises. An oral approach is used.

Book Three is designed for the seventh and eighth grades. Each of its forty units is divided into three parts dealing with pronunciation, grammatical patterns to be learned, and a variety of exercises to facilitate learning. The pronunciation sections help the student hear and produce sound differences which are meaningful in English and are difficult for Puerto Rican students. The



intonation, stress and rhythm materials in the last 10 units are based on the analysis used by the English Language Institute of the University of Michigan as developed by K. L. Pike. The grammatical patterns are based on the analysis by C. C. Fries, Director of the Institute. The materials have been graded for difficulty in the presentation of structures and follow an oral approach. Among the various language learning exercises are dialogues for dramatization, questions based on the dialogues, pictures and series of pictures to stimulate the use of given patterns, lists of words to be rearranged into meaningful sentences, drawing and labeling of pictures, fill-in and matching exercises, and many others, including short objective tests. Several units show pictures illustrating words which differ only as to a single troublesome sound. Cultural content evolves around interests of junior high school students in the United States. Many illustrations are found throughout.

Book Four is intended for students in the junior high school also. (Books Three and Four together are designed for grades seven, eight and nine.) Each of the forty units of Book Four is divided into three parts as in Book Three, the only difference being the inclusion of exercises in pronunciation and spelling instead of pronunciation only. Part Two in both books deals with structure and vocabulary to be emphasized in the unit, and Part Three in both books consists of a variety of practice exercises. These practice exercises are designed for oral practice but they always include opportunity for reading and writing the new items introduced. Emphasis on communication situations that are natural and realistic. The listening-speaking activities utilize the student's actual environment. The reading sections use the items practiced orally, but they deal with people and life in the United States.

The Teachers Guides describe the numerous learning activities which are recommended for effective learning. Although no phonetic transcription is used for the students, phonemic symbols are used occasionally in footnotes to remind the teacher about specific pronunciation difficulties that the student will have. The language taught is general Midwest American English, standard conversational style. A particularly convenient feature of the Guides is the reproduction of each page from the student's books side by side with the description of activities in the Guide. Thus the teacher in preparing each lesson does not have to refer back



and forth to the student's book and the Guide but has everything on one page. Teachers whose native language is not English will find specific instructions for them in the Guides, but the description of activities and exercises will be helpful to native as well as non-native speakers of English.

[563]

FRONDIZI, R. A. Technical English (Steam and Oil Engines) for Technical Schools. Buenos Aires, Argentina: Librería Hachette, S. A., 1949.

[564]

GOMES MATTUS, HECTOR. El Inglés de la Vida Cotidiana. Ten records and ten booklets. Santiago, Chile. Discos RCA Victor, Corporación de Radio de Chile, S. A., 1947. 239 p.

Each lesson consists of a specially prepared selection in English which appears both on the record and in the booklet. The booklet gives the selection in English and in Spanish and has in addition notes on vocabulary, pronunciation, and grammar, and also exercises. The materials are graded in difficulty. The first four records and booklets (Lessons 1-16) are called the Initial Course. The remaining five records and booklets are the Intermediate Course. The English in the records is that of a number of educated speakers of Standard American English. Attractive printing and illustrations.

[565]

GOURVILLE, H. D. DE, and GOURVILLE, J. J. D. DE. The Modern Handbook of English; An Entirely New Edition. Buenos Aires: Editorial Crespillo, 1952. Part I, Seventh Edition: xxxi, 160 p. Part II, Fifteenth Edition: 172 p. Part III, Eleventh Edition: 149 p. Soft cardboard covers.

Presents the first few lessons in I. P. A. phonetic transcription and then repeats the same lessons in ordinary spelling. The transcription represents British Received Standard pronunciation. The lessons begin with a dialogue of the direct-method type in which actions or context illustrate the meaning of what is said. Grammar sections following the dialogues illustrate with examples conventional grammatical matters. Conjugations are given in



three columns: affirmative statements, questions and negative statements. Exercises include questions to be answered, verb forms in sentences to be changed into other forms, and a conversation in Spanish to be rendered in English. The vocabulary at the end of each book lists the words alphabetically in English and gives a lesson reference instead of the usual translation. A grammatical summary in Spanish along conventional lines appears at the end of Part I. The topical content of the dialogues deals with the classroom, school, and Argentine national subjects. New words are transcribed in parenthesis following their first appearance. Intonation is not treated.

[566]

GOURVILLE, H. D. DE. The Modern Handbook of Commercial English (Para Uso de Estudiantes de Habla Española). Buenos Aires: Editorial Crespillo. Part I, Sixth Edition: ix, 112 p. Part II, Second Edition: vii, 119 p. Soft cardboard covers.

The Prefaces are dated 1936 and 1938. The copies examined for this annotation were received from the author of the books in 1953 and seem to be recent reprints. These books are intended for use in Argentine business schools at the high school level. One year of English in a general course is assumed. The lessons follow a direct method approach. "Briefly stated, each lesson consists of the 'reading-matter' which introduces the new material--words, idioms, grammar--which I have attempted to present in such a way that its meanings and use may easily be understood through the context." (Preface, Part I). New words are followed by their phonetic transcription in parenthesis. Word stress is indicated by an accent mark. Vocabulary lists in three columns give verb, noun, and adjective forms, e. g. to differ, difference, different. Grammar explanations follow conventional lines. "Idioms" are illustrated by means of examples. Exercises include questions on the reading, changing some part of given sentences, and making sentences with assigned words. The reading matter deals with business letters, application for employment, and other topics of interest to students in a commercial course. British English pronunciation is given. The vocabulary at the end of the book does not give translations; it gives reference numbers to the lesson where they first appear. In general the books parallel the approach used by de Gourville in his Modern Handbook of English.



[567]

HAMILTON, J. Un Viaje a través de los Estados Unidos. Cuarto Libro del Método. Seguido de un resumen completo de la gramática inglesa. Texto escrito para la enseñanza del inglés en las escuelas comerciales y preparatorias. Cuarta edición, revisada y mejorada. Mexico, D. F.: Editorial Progreso, 1946. xvi, 447 p. Cardboard covers; cloth back. Illustrated."

This is the last in a series of four books by Hamilton. The other three--not examined for this annotation--are titled Método de Inglés (Primer Libro, Segundo Libro, Tercer Libro). According to the preface of the fourth book each volume begins with fundamentals, so it may be used independently for beginners at various grade levels. Books two and three are said to constitute a complete standard course. Book four has an introductory section followed by eight parts containing a total of 63 lessons. A grammar summary, an appendix and a vocabulary complete the book. The table of contents and an alphabetical subject index appear at the beginning. In the introductory matter are twelve pages of useful and necessary expressions and sentences for conversation and eventual memorization. Spanish equivalents appear in parentheses. Also in the introduction are comments on differences between British and American English, and sixteen pages on pronunciation in the manner of Webster's dictionaries, using the same notation. Each lesson is divided into a reading part with cultural content, a bilingual vocabulary, a conversation based on the reading, a grammar section, and oral and written exercises. The cultural content of the readings is brought together in the form of an extended trip through the United States by students from Spanish America. The trip begins in Mexico City and proceeds through Cuba to New York, the New England States, the Middle Atlantic States, the North Central States, the South, and the West. The Appendix contains additional readings on early English history, the English language, English literature and American writers, and the British Empire. The attitude of the writings is one of sympathetic understanding of the culture and religion of the students and an informative introduction to the United States. Numerous photographs and other illustrations depict well-known landmarks and Americana. English-Spanish vocabulary, pronunciation transcription, and word study notes



with examples of usage follow each reading. The exercises include a variety of types: conjugating sentences, multiple-choice items, translating sentences from English to Spanish and vice-versa, answering questions, filling blanks, identifying nouns and adjectives, etc. Notes and examples having to do with business correspondence, vocabulary and practice are included in the lessons. English-Spanish and Spanish-English vocabulary at the end of the book. The seventy-six page grammar summary gives the conventional treatment of the parts of speech. It is all in English.

[568]

HOTCHKISS, C. A. and DIMMICK, R. E. Americans Speaking. 2nd edition. São Paulo, Brazil: União Cultural Brasil-Estados Unidos, 1951.

[569]

HUEBENER, THEODORE, and FINOCHIARO, MARY. English for Spanish Americans. New York: Henry Holt and Company, 1950. 426, xiii p., illustrated. Cloth covers.

A course for the teaching of the rudiments of English to Spanish-speaking children in the New York area. Intended for the elementary and junior high school levels. The content stresses courtesy, cleanliness, and moral conduct and attempts to prepare the immigrant child for active participation in his American environment. The materials seem selected for practical usefulness by subjective judgment. They follow an oral approach based on imitation of the teacher in a "hear-say-see-do" sequence. Many classroom activities are suggested. Helpful to teachers without much previous experience. The pronunciation treatment is incomplete, and the grammar sections tend to get involved in explanations. Appendix listing free or inexpensive materials that the teacher may find helpful in presenting the units in the book.

[570]

Instituto Chileno-Norteamericano de Cultura. Inglés Nuevo Método. Curso I. Santiago de Chile: Instituto Chileno-Norteamericano de Cultura, 1952. 176 p. Paper covers.

Based upon teaching materials from the English Language

Institute of the University of Michigan. The pronunciation used is Standard Midwest American English. Phonetics and pattern practice are emphasized. Adult level. In each lesson, there are sections on vocabulary, reading, pronunciation, structure, pattern practice, and exercises on changing forms and completing sentences. At the end of the book are a review, a section on dialogues to be memorized, and a phonetic chart.

[571]

Instituto Mexicano-Norteamericano de Relaciones Culturales, Albert H. Marckwardt, Director. A Textbook of American English. Books I, II, IV. Mexico, D. F.: Instituto Mexicano-Norteamericano de Relaciones Culturales, 1950, 1951. Book I: 179 p.; Book II: 275 p.; Book IV: 159 p. Paper covers.

Books for Spanish-speaking adults especially in Mexico. Chapters generally include vocabulary (English-Spanish and phonetics), reading, grammar in English with examples and word-order frames, word-study often devoted to cognate words or special problems, and exercises. The exercises include questions, changing to questions, making a frame, rearranging the order, writing the plural, translating into English, etc. These books stem from the 1943 edition of An Intensive Course in English for Latin American Students of the English Language Institute of the University of Michigan. The exercises of A Textbook of American English often require the use of the book by the student in class, and make liberal use of grammatical terminology and of Spanish. Book II was revised and enlarged (1951) by Virginia Williams and Barbara Ocheltree. English-Spanish glossary at the end of three volumes: I, II, IV.

[572]

JONGHI, Mrs., and CORREA MORALES, Mrs. A Child's English Book. Buenos Aires, Argentina: Mitchell's English Bookstore, 1945. 99 p., illustrated. Cardboard covers.

Simple lessons for small children. All-English. For oral reading; oral exercises. Phonetic symbols with illustrations used at the beginning, then abandoned.



[573]

KING, HAROLD V. Inglés al día. Manual primario de la lengua inglesa. Bogotá: Publicaciones del Centro Colombo-Americano, 1954. 123 p. Paper covers.

For adult Spanish-speaking students interested in an introductory conversational text. "The main goal of the course is to train the student in the correct use of a small number of common words and grammatical constructions as used in everyday conversation by educated people." (Preface). A typical lesson contains a dialogue and English-Spanish vocabulary, sections on pronunciation, grammar, practice, and review. Each dialogue is to be repeated after the teacher until practically memorized. The English-Spanish vocabulary follows each dialogue and gives a Spanish equivalent for each new item. Each pronunciation section describes in Spanish a meaningful sound or sound contrast of English. Grammar is presented in brief descriptive rules in Spanish followed by English examples. The practice section presents one pattern for repetition, change of form, or reply. The review section often consists of sentences from the dialogue translated into Spanish to be used for eliciting production of the dialogue in English. Beginning with lesson eleven a paragraph for reading is added to each lesson. Both the dialogues and the readings deal with non-technical matters of contextual orientation. H. V. King is a trained linguist able to describe the pronunciation in phonemic terms and the grammatical constructions accurately. A compromise that may or may not be justified is the omission of any reference to intonation, stress, or rhythm. No phonetic transcription is given. An English-Spanish glossary of approximately 420 words appears at the end.

[574]

LANDRY, LIONEL, editor. English Conversation for Advanced Students. Exercises based on contemporary North American authors. A Publication of the Centro Colombo-Americano. Bogotá, Colombia: Librería Colombiana, Camacho Roldán and Cía., Ltda., 1946. ix. 129 p.

Each lesson contains a biographical note on an author, a short selection from one of his works, an English-Spanish list of words



and idioms, questions based on the reading, Spanish sentences for translation into English, and a word exercise. Review lessons and drill lessons interspersed.

[575]

LOPEZ MENDOZA, VICTOR. The Life of Christopher Columbus; Reader for the First Year of Secondary Schools. First of the Series of Publications of the Association of Language Teachers of Perú. Lima: Empresa Editorial Rimac, 1945. 72 p., illustrated. Paper covers.

For students in the first year of high school in Perú. Vocabulary limited to 500 words of highest frequency from Helen S. Eaton's Semantic Frequency List. English-Spanish vocabulary and idiom list at the end of the booklet. Some questions to check comprehension at the end of major portions of the reading.

[576]

MARIN AGUILU, JUAN. Método de Inglés. Segunda Edición Revisada. New York: The University Society, Inc., 1944. xvi, 304 p.

A complete grammar-translation book using over 6,000 words and 700 verbs in twenty-eight lessons with a normalized spelling transcription of each new word and English-Spanish, Spanish-English vocabularies at the end. Each lesson includes sections on (1) regular verbs, (2) vocabularies, (3) reading text, (4) conversation questions based on the reading text, (5) grammar of Spanish and of English, (6) irregular verbs, (7) tests, consisting of questions to be answered in English and translation from Spanish to English. Every sixth lesson is devoted to review. The exercises are mostly to be read aloud, repeated aloud, answered aloud, or written. Some inconsistencies in the phonetic transcription.

[577]

McGILLIVRAY, JAMES H. Life with the Taylors. The Story of an American Family for Students of English Conversation. First Edition. Bogotá, Colombia: Ediciones Selca. Publication of the Centro Colombo-American, 1948. 247 p.

Twenty lessons for intermediate and advanced students. Most lessons have reading, true-false exercise to check comprehension,



question-translation from Spanish to English, conjugation, dictation, and other exercises. Vocabulary translation after each reading and at the end of the book. "Each lesson is a chapter in the life of a typical family living in the United States." Vocabulary and structure density not systematically controlled.

[578]

MELO, SAMUEL. Vocabulario Técnico Inglés-Español (Popular Mechanics Magazine). Chicago: Windsor Press, 1948. 136 p. Paper covers.

Dictionary of approximately 3700 technical terms from Popular Mechanics Magazine explained in Spanish. Useful as a supplement to standard English-Spanish dictionaries for those who need this special vocabulary. Good explanations.

[579]

MURRAY, ELENA PICAZO de, and PAUL V. Inglés Elemental: Libro Primero; Libro Segundo; Libro Tercero. Published by the authors. Mexico, D. F.: Imprenta Aldina. Vol. I, 1942, 145 p.; Vol. II, 1944, 310 p.; Vol. III, 1945, 453 p., illustrated.

A graded series of lessons for intermediate and advanced Spanish-speaking students. Most lessons have English-Spanish vocabulary, reading, questions on the reading, grammar notes, and various exercises including change of forms, completion, translation, making sentences, retelling anecdotes. The readings in volume three increase in vocabulary range and include some special vocabulary areas.

[580]

NOBLIA DE LOPEZ ARIAS, HAYDEE. A Child's Book of Pictures. Third Edition. Adopted by the Instituto Cultural Argentino Norteamericano. Buenos Aires, Argentina: Peuser Editores, 1945. 80 p. The Teacher's Handbook To Accompany A Child's Book of Pictures by Haydee Noblia de López. 46 p.

A Child's Book of Pictures is an attractively illustrated series of pictures in color for use by children as a stimulus to speaking English. Contains nothing but the pictures. The Teacher's Handbook gives the words, sounds, activities, and games that can be used with the pictures. An interesting beginning English book for non-English speaking children. All English.

[581]

PAEZ B., RAMIRO. The School Reader. First Book, 1950; viii, 88 p. Second Book, 1951; 112 p. Third Book, 1952; 108 p. Paper covers. Published by the author at Viña del Mar, Chile.

This pocket-size series of English language books is intended for high schools in Chile. Páez spent two years at the University of London where he prepared to write the books. He uses Southern British pronunciation but presents all the material in ordinary spelling except for short pronunciation drills which are in modified IPA (International Phonetic Association) symbols. Grading of vocabulary and grammatical forms is attempted, and a variety of exercises appears in every lesson. Each lesson usually consists of a reading passage with cultural content, exercises in grammar and pronunciation, and questions about the passage. Some well-known poems and songs chiefly from England but also from the United States are given. English-Spanish vocabulary with IPA transcription at the end of each volume. The grammar is given with examples but tends toward conventional matters. The pronunciation does not deal with intonation or rhythm. The types of exercises include multiple-choice, fill-in, change of form, true-false, opposites, etc. Also published by the same author are The School Dickens, and The School Shakespeare.

[582]

PALACIOS HURTADO, LUIS. Tratado General de Gramática Inglesa y Guía Práctica de la Conjugación. Santiago de Chile: Empresa Editora Zig-Zag, S. A., 1945. 529 p.

A grammar of English with illustrative examples. In Spanish with examples in English. Lists over 3,000 verbs. Detailed discussion of English conjugation.

[583]

PEFFER, ELLEN R. The InterAmerican English Book of Progressive Conversation. Montevideo, Uruguay: Instituto Franklin, 1947. 72 p., illustrated. Cardboard covers.

All English. For Spanish-speaking young children. Interesting use of illustrations in color, and emphasis of items being taught by printing them in red ink. Graded introduction of some gram-



metrical patterns by patterned examples (do, does) and other devices, e. g. "1 pupil + 1 pupil = 2 pupils." Many illustrations, clear printing, some songs, e. g. "I Love Little Pussy", "Silent Night."

[584]

PRATOR, CLIFFORD H. Repasemos Nuestro Inglés. 12 Conversaciones. Bogotá, Colombia: Editorial Antona, S. A., 3rd Edition, 1943. 76 p.

Twelve short dialogues in conversational American English intended for use as radio lessons in Colombia, South America, and for intermediate high school students there. English on left half of page, Spanish translation on right half. Brief grammar notes.

[585]

PRATOR, CLIFFORD H., editor. Lecturas Norteamericanas para Principiantes Suramericanos. Libro I, Br'er Rabbit and Br'er Fox by Joel Chandler Harris. 55 p. Libro II, Pecos Bill (selections) by James Cloyd Bowman. 75 p. Libro III, Our Town by Thornton Wilder. 107 p. Flexible cloth covers. Bogotá, Colombia: Centro Colombo-Americano, 1944.

Simplified reading for intermediate students. Footnotes translating difficult items into Spanish. English-Spanish vocabulary at the end of each volume.

[586]

RAUFET, R. F., and FRONDIZI, R. A. Inglés, Primer Curso (2nd Edition, 1950, Reprinted, 1953) Inglés, Segundo Curso (2nd Edition, 1950, Reprinted, 1952) Raufet, R. F. Inglés, Tercer Curso. (1st Edition, 1940, Reprinted, 1951) Buenos Aires: Librería Colegio. 156 p., 150 p., and 136 p. respectively. Soft cardboard covers. Illustrated.

Direct method books for use in high schools in Argentina. The first few lessons are given in phonetic transcription and then repeated in ordinary spelling. Part I begins with the IPA symbols, and words to illustrate the sounds represented. The transcription is of Southern British English. Each lesson has a conversation for study, grammar section, and exercises. The vocabulary is

kept fairly simple. The conversations attempt to provide examples of matters to be taught in grammar. In the effort to make the material understandable the conversations in the early lessons are occasionally somewhat artificial. The grammar sections contain rules and a minimum number of examples. In the first few lessons the rules are given in English and in Spanish; later they appear in English only. The grammar follows fairly conventional lines with emphasis on morphological matters. The topics of conversation deal with the classroom, colors, months, clothing, sports, meals, the human body, etc. The exercises include questions to be answered, sentences to be changed into plural, negative, etc. and writing of sentences with prescribed words. The second book adds lists of idioms with Spanish equivalents, and gives on left pages facing the conversation pages new words with illustrative examples of their use and meaning. The third book introduces paragraphs from English literature for translation into Spanish. These conversations deal with Argentine national topics. English-Spanish vocabulary at end of each volume includes phonetic transcription of pronunciation. Intonation, stress and rhythm not treated. Raufet has also prepared the following simplified readers: Short Stories for Everybody. Buenos Aires: Emece. Easy Readings for Young People of All Ages: 1. "A Christmas Carol by Charles Dickens." 2. "Three Stories by Oscar Wilde." and 3 "Two Stories by Washington Irving." Buenos Aires: Mitchell's English Book Store.

[587]

REINDORP, REGINALD G. The Royal Road to Friendship. Primer Curso de Inglés. San Salvador, El Salvador: Publicaciones El Siglo, 1946. xxii, 217 p.

A series of lessons made up of graded readings and translation, completion, and question-and-answer exercises. Each lesson introduces from fifteen to twenty-five new words. The readings deal with an imaginary trip through North and South America. Spanish-English vocabulary at the end. For beginning and intermediate students. Probably better suited for adults than for children.



[588]

REITH, LOUISE, and ALLEN, C. JOHN. Idiomatic English. Madrid, Spain: Instituto VOX. Second Edition, 1952. xvii, 301 p., illustrated. Paper covers.

Lessons for small adult classes in the Instituto VOX of Madrid. Oral approach with use of textbook by the student. The lessons usually consist of an English-Spanish list of words, a grammar matter with examples and brief explanation in English, exercises (change the form of the verb, change the order, translate, combine sentences, fill the blank, etc.) a paragraph for reading, a conversation preceded by English-Spanish vocabulary for it, and topics for an oral report. No pronunciation aids.

[589]

ROJAS, PAULINE M., Director, English Section, Department of Education, Puerto Rico. The Teaching of English in the First Grade. [No date of publication; mentions the use of materials prepared in the summer of 1949.] xi, 99 p.

"Part One of this manual contains a revision of the tentative course of study for the teaching of oral English to first grade pupils, prepared by the English Institute under the direction of Mr. Lewis C. Richardson; Part Two is an appendix of activities, games, songs, etc. which teachers may find useful for supplementing the course." (from the Introduction).

[590]

ROJAS, PAULINE M., Director, English Section, Department of Education, Puerto Rico. A Manual for the Teaching of American English to Spanish-Speaking Children in Puerto Rico. Part One, xxvii, 238 p. Part Two, x, 239-504 p. Part Three, x, 505-674 p. San Juan, Puerto Rico: Department of Education, 1949. Illustrated.

This manual represented an attempt to put accepted principles of linguistic science into materials for teaching English to Spanish-speaking children in Puerto Rico. It supplied teachers of English in Puerto Rico with usable basic materials for teaching American English, it suggested procedures and activities which are pedagogically and linguistically sound. Most of the English

teachers are not themselves native speakers of English. The lessons are divided into a minimum work unit for elementary school children and a major work unit for junior and senior high students. Controlled vocabulary and structure patterns. Variety of exercises and substitution tables for the establishment of English language habits. Instructions to the teacher. These materials have now been replaced in Puerto Rico by the Fries American English Series [562] also by Rojas and staff.

[591]

ROSSI, P. CARLO. El Inglés de los Estados Unidos. New York: The MacMillan Company, 1948. xi, 263 p. Cloth bound.

American English for Spanish-speaking students. Each lesson consists of conversation, grammar, and exercises. The conversation appears in English on the left column, in Spanish on the right column, and in phonetics at the bottom of the page. The pronunciation is that given in A Pronouncing Dictionary of American English by Kenyon and Knott with some modification of the symbols. The grammar gives rules in Spanish and examples in English with Spanish translation. The exercises include sentences for pronunciation, and English-Spanish and Spanish-English translation. The pronunciation exercises have the same arrangement of English, Spanish, and phonetics as the conversation. English-Spanish vocabulary with each lesson and at the end of the book. Vocabulary and grammar not systematically controlled. Reviewed in Language Learning, 4, no. 3-4 (1952-53): 125-128 by David W. Reed.

[592]

ROTUNDA, P., SMITH, M., and WRIGHT, U. Essentials of English for Latin Americans. Second Printing (Revised). Berkeley, California: The Gillick Press, 1948. 247 p. Paper covers.

Lessons in grammar and pronunciation of American English. For adult students at the intermediate and advanced levels. The lessons in grammar (119 p.) include sections on grammar rules with examples, drill exercises of the fill-in and conversion types, words and idioms translated into Spanish, and a brief restatement of the grammar. The speech part (128 p.) includes sounds. Uses ordinary spelling and International Phonetic Alphabet.



[593]

SIQUIER, L. El Inglés Ortobásico con 900 Palabras. Los Angeles, California: Inter-American Research Council, Inc., 1947.

[594]

SORZANO JORRIN, LEONARDO. El Inglés en Acción. Libro Primero; Libro Segundo. La Habana, Cuba: Cultural, S. A., 1943, Reprinted, 1948. Vol. I, 143 p. Vol. II, 153 p., illustrated. Cloth bound.

All-English lessons for elementary school children. Reading, questions about the reading, patterned sentences for chorus work. To be used with other teaching aids. Separate booklets with material for the teacher. Separate workbooks for the student.

[595]

SORZANO JORRIN, LEONARDO. Libro Primero de Inglés; Libro Segundo de Inglés; Libro Tercero de Inglés; Libro Cuarto de Inglés. Tercera Edición. La Habana, Cuba: Cultural, S. A., from 1940 to 1943. Reprinted, 1948. Vol. I, 166 p.; Vol. II, 266 p.; Vol. III, 217 p.; Vol. IV, 194 p.; illustrated.

All-English lessons containing reading, questions about the reading, and exercises. The exercises require change of forms, asking and answering questions, writing in phonetics, describing something, completion. For use in the secondary schools of Cuba. Leonardo Sorzano Jorrín has written many English textbooks, including an elementary phonetics for teachers of English in Cuba. He advocates oral control of English. Teacher's manual for each booklet. Also, Lecturas Suplementarias, 1947. Separate workbooks for the student.

[596]

STAUBACH, CHARLES N., and SERRANO M., ARTURO. Readings in English for Doctors and Nurses. (Lecturas en Inglés para Médicos y Enfermeras). Bogotá, Colombia: Ediciones Selecta, 1945. 87 p. Paper covers.

Short selections on medical subjects to serve as a bridge between an ordinary course in English and the literature of the field. English-Spanish vocabulary at the end.

[597]

STOAKES, JAMES PAUL. Inglés Práctico. Primer Curso.

Publicación del Centro Colombo-Americano, Bogotá, Colombia. Also issued for the Division of Cultural Cooperation, The Department of State, U. S. A. Bogotá, Colombia, and Huntington, West Va., 1945. xiv, 222 p. Revised edition, 1951.

Short lessons containing reading, English-Spanish list of words, grammar in Spanish with English examples, questions to be answered in English, and sentences to be translated into English.

[598]

TORLASCO, RAUL, and FRIAS, CARLOS V. An English Course for Secondary Students. I, Our English Class, 114 p. II, Town and Country, 114 p. III, Modern Life. Approved by the Ministerio de Justicia e Instrucción Pública. Buenos Aires, Argentina: Editorial Kapelusz y Cía., 1945, 1946. Cardboard covers.

The first six lessons in I, Our English Class, are completely in International Phonetic Alphabet. The same six lessons are then repeated in ordinary spelling. All other lessons in this volume and the following one are in ordinary spelling, with all new words given in phonetics following their first appearance. The transcription represents British English pronunciation. For secondary schools in Argentina. The First Course contains fourteen lessons divided into conversation and grammar. The grammar gives conjugations, idioms, and pronouns without explanation. Exercises of the question, conversion, and make-a-sentence types. Illustrated. Some reading matter is added in II, Town and Country. All English.

[599]

TORLASCO, RAUL, and FRIAS, CARLOS V. English Exercise Book; First Course, 28 p. Second Course, 39 p. Third Course, 47 p. Conforme a los Programas de Inglés del Ciclo Básico, Común a Bachillerato y Magisterio. Buenos Aires, Argentina, Editorial Kapelusz and Cía., 1946. Paper cover.

Work-book for use by students of secondary schools. All-English. Various standard exercises such as fill-in, answers to questions, change to plural, conjugation. Fewer controlled exercises in the more advanced volumes. The First Course is illustrated. Attractive printing.



[600]

VAUGHN, J. H., and LEWIS, I. S. Practical English, An Elementary Text. La Paz, Bolivia: J. Luis Miranda and Co., 1951. 116 p., illustrated. Paper covers. A slightly revised edition was published in San José, Costa Rica, 1952.

Lessons consisting of a paragraph and examples followed by a grammar rule in Spanish. English-Spanish glossary at the end of the booklet. The content of the lessons revolves around everyday life of Bolivian school children at junior high level.

[601]

WALLACE, BETTY J. The Pronunciation of American English for Teachers of English as a Foreign Language. Prepared for the Department of Education, San Juan, Puerto Rico. Ann Arbor, Michigan: George Wahr Publishing Co., 1951. vi, 91 p., illustrated. Paper bound. Ten records, 78 r. p. m.

Description of intonation, rhythm, and sounds of English with exercises for practice. Prepared for teachers of English in Puerto Rico who are not native speakers of English and wish to improve their command of it. Mostly in ordinary spelling with limited use of phonetic symbols. Based on the pronunciation materials of the English Language Institute of the University of Michigan. All English.

[602]

WRIGHT, AUDREY L. Practice Your English; Pratique Su Inglés. New York: American Book Company, 1949. xviii, 366 p. Paper bound. An all-English edition appeared in 1952.

Lessons in American English containing reading, English-Spanish vocabulary, questions on the reading, words containing the sounds of English, and grammar. The grammar and other materials are based to some extent on the 1943 edition of An Intensive Course in English for Latin American Students by Charles C. Fries and the staff of the English Language Institute of the University of Michigan. The readings deal with customs, geography, history, and economic life of the United States. For adult students who have already studied English for one or two years.

## SWEDISH STUDENTS

[603]

ALLWOOD, M. S. and McEADDY, C. M. Q. English-Speaking Press. New York and Stockholm: Albert Bonnier Publishing House, 1949.

[604]

BERGENER, CARL. Engelsk Vokabelsamling. För Realskolan och Gymnasiet. Fourth Edition. Stockholm, Sweden: Svenska Bokförlaget, 1950. 152 p.

A word list.

[605]

BJÖRKHAGEN, I. America. Stockholm, Sweden: Svenska Bokförlaget, 1950. 152 p., illustrated.

[606]

BJÖRKHAGEN, I. Engelsk Läsobok. För Mellanstadiet. Fourth Edition. Stockholm, Sweden: Svenska Bokförlaget, 1952. 256 p., illustrated.

A reader.

[607]

BJÖRKHAGEN, I. Engelsk Nybörjarbok. Engelska som Begynnelsespråk. Third Edition. Stockholm, Sweden: Svenska Bokförlaget, 1951. 236 p., illustrated.

For beginners.

[608]

BJÖRKHAGEN, I. Engelska i Folkskolan. Lärobok för Folkskolor samt för Studiecirkel och självstudium. Seventh Edition. Stockholm, Sweden: Svenska Bokförlaget, 1949. 133 p., illustrated.

For elementary schools.



[609]

BUTLER, J. H., and HERDIN, N. E. G. Practical English for Everyday Use. Stockholm, Sweden: Svenska Förlaget, 1952. 69 p.

[610]

COLLIN, C. S. R., and FEARENSIDE, C. S. Praktisk Hjälpreda vid Engelsk Skrivning. Second Edition. Stockholm, Sweden: Svenska Bolförlaget, 1951. 524 p.

Practical guide for English composition.

[611]

EIDING, G., and ALLWOOD, M. S. Second Year English. Mullsjö, Sweden: M. Hill. Stockholm, Sweden: Hugo Gebers förlag, 1947.

[612]

EIDING, G., and SONNELIUS, U. Hallo England. Book One, Sixth Edition (1950) 147 p. Book Two, Second Edition (1949), 117 p. Book Three (1949), 127 p. Have a Go! Övningsbok i anslutning till Hallo England, Book One; 56 p. Fyra grammofoonskivor till Book One har intalats av Francina Cameron och M. Biddulph. Stockholm, Sweden: Hugo Bebers Förlag.

First four years of English.

[613]

ELFSTRAND, D., and GABRIELSON, A. Engelsk Grammatik. För universitet och högskolor. Second Edition. Stockholm, Sweden: Svenska Förlaget, 1950, 378 p.

[614]

FÄDEN, M. A. How America Speaks and Writes: A Dictionary of American Idioms with a Swedish Vocabulary. Stockholm, Sweden: Almqvist and Wicksells Skolböcker, 1949.

[615]

KING, A. H. Write English Better. Exercises in English Translation. Third Edition. Stockholm, Sweden: Svenska Förlaget, 1949. 236 p.

[616]

LAYCOCK, G. K., and ALLWOOD, M. S. Idiomatic English Sentences with Swedish Equivalents. Second Edition. Stockholm, Sweden: Hugo Gebers Förlag, 1947. 282 p.

[617]

LÖFGREN, R. Engelsk Lästrobok för Nybörjare. Second Edition. Stockholm, Sweden: Bokförlaget Natur Och Kultur.

For beginners. (Folkskola; Realskola).

[618]

REUTER, O., and LÖFGREN, R. English-American Reader. Stockholm, Sweden: Bokförlaget Natur och Kultur. Vol. I: 143 p. Vol. II: 202 p. Illustrated.

English and American history and culture. College level.

[619]

SONDELIUS, U. Learn English. Go On! Illustrated by Eva Bäckstedt. För skolor, studiecirklar och självstudier. Second Edition. Stockholm, Sweden: Hugo Gebers Förlag, 1949. 140 p.

After four years of English.

## THAI STUDENTS

[620]

AMATYAKUL, P. Y. New Grammar with Composition and Translation. Bangkok, Siam: Bhaisal Vithya Publisher, 1948. Book I, 145 p.; Book 2, 147 p.; Book 3, 183 p. Paper covers.

Grammar-translation exercises for elementary and junior high school students. Brief grammar definitions followed by series of practice exercises including translation, fill the blank, point out the part of speech, etc. Large type in early lessons.

[621]

AMATYAKUL, P. Y. New English Grammar and Composition. Bangkok, Siam: Amnuay Silpa Press, 1947, 1948. Book I (Third Edition, Revised and Enlarged, 1948) 182 p.; Book II (First Edition, 1947) 217 p.; Book III (First Edition, 1948)



230 p. Paper covers.

Grammar definitions in Siamese. Exercises: Pick out the verbs, nouns, conjunctions, etc.; fill in the blanks, build sentences; divide into subjects and predicates; etc. For high school students.

[622]

AMATYAKUL, P. Y. A Practical English Grammar. Bangkok, Siam: Bhaissal, Siam: Bhaissal Vithya Publisher, 1948. 569 p. Paper covers.

Conventional grammar discussion for advanced students at the teacher and college level. Definitions in Thai. Exercises: insert shall or will; explain the use of the verbs; parse the auxiliary verbs, etc.

[623]

BHAOPICHITR, M., and BHAOPICHITR, KAMOL. English Essays with Outlines and Notes. Bangkok, Siam: Pha Cha Chang and Co., [no date]. For Mathayom 4: 35 p.; 5: 39 p.; 6: 87 p. Paper covers.

Simple readings, outline of reading, and English-Siamese glossary after each reading. Sample subjects: home, school, garden, Bangkok, the moon, Buddha, the game of football, evils of idleness.

### TURKISH STUDENTS

[624]

American Council of Learned Societies, Program in English as a Foreign Language, Publications edited by Martin Joos. Spoken English Textbooks. English For Turks. Washington, D. C.: ACLS. In preparation. For other books in the series see El Inglés Hablado [538], English for Indonesians [465], and English for Koreans [481].

[625]

English by Radio; Listen and Speak. A Broadcast English Course for Beginners. (See same title under FOREIGN Students).

[626]

GATENBY, E. V. A Direct Method English Course. A New Course Specially Designed for Turkish Students. London and New York: Longmans, Green and Co. Book I (1949), 106 p.; Book II (1950), 156 p.; Teacher's Book One (1949), 92 p.; Teacher's Book Two (1950), 198 p.; illustrated. Paper covers.

For elementary and intermediate Turkish Students at the secondary school level of maturity. The books for the students have a selection of sentences with questions for conversation about the content, plus some exercises (making sentences with given items, changing a form in sentences, finishing sentences, etc.). The teacher's books follow Harold E. Palmer's views: English as speech is the aim; translation not to be used except by the teacher to explain meanings; substitution tables to be used on blackboard for practice on sentence patterns; and International Phonetic Alphabet to be taught to the students. The books use ordinary orthography. All in English. Standard British usage. Some of the selections deal with Turkish topics.

## UKRANIAN STUDENTS

[627]

LUCKYJ, G. S. N. English for Ukrainians. Toronto, Canada: Thomas Allen, 1950.

## YUGOSLAV STUDENTS

[628]

ECKERSLEY, C. E., and SUBOTIĆ, D. P. Essential English for Yugoslav Students; An Introductory Course. London: Longmans, Green and Company, 1949. 96 p., illustrated.



B

FOREIGN STUDENTS;

NON-ENGLISH-SPEAKING STUDENTS

(Without Special Provision for Native Language Background)

Language

[629]

ALLAN, W. STANNARD. Living English Structure; A Practice Book for Foreign Students. London; New York; Toronto: Longmans, Green and Co., 1947, 1948. x, 343 p. Second Edition, 1951.

For adult foreign students. A series of practices to be read aloud. Brief grammar discussion with examples, followed by various fill-in, completion, and other exercises.

[630]

ALLASINA, T. A., and McLEOD, N. N. Beginning English for Men and Women. Two parts. Seattle, Washington: Cascade Pacific, 1950-1951.

[631]

ALLEN, W. B., and STEVENS, THOMAS KWA. A Course of Living English. London: Macmillan and Co., Ltd.

A series of books designed to help students whose mother tongue is not English to speak English as it is spoken in England. Attention is given to rhythm and intonation and to the use of colloquialisms and abbreviations which will encourage a freer form of conversation.

[632]

BEAGLE, SIMON; SCHENKLER, MAX; and WOOLFSON, WILLIAM C. English for Use. New York: Harper and Brothers, 1951. vii, 152 p. Paper bound.

For adult immigrants who already have some practical knowledge of English. Lessons consisting of material for conversation, pronunciation exercises, and written work. The pronunciation exercises are lists of words in ordinary spelling to be pronounced. Fill-the-blank exercises for practice in reading and

writing the words with the sounds being practiced. No intonation or stress aids. Spotty coverage of pronunciation difficulties. Helpful practical topics for written work, including reproduction of applications, checks, telegrams, etc. Appendix containing helpful readings and other aids for permanent residents in the United States.

[633]

Beginners' Book for English as a Second Language. Educational Services' Series in English as a Second Language. Publication No. 1. Washington, D. C.: Educational Services, 1952. II, 120 p., illustrated. Paper covers.

Designed for use in beginning English classes taught by Americans or other English-speaking persons who are not trained language teachers. Each lesson includes a dialogue, repetition drill, word order, vocabulary, and exercises. At the end there is a section on general suggestions for teachers, and notes on each lesson.

[634]

BERLITZ, M. D. Illustrated Book for Children: English. American Edition. New York: Berlitz Publications, 1949. 120 p., illustrated. Cloth bound.

Intended for small children learning English. Begins with pictures of objects and develops into sentences, questions and answers, etc. Depends for interest on "acting out" the material. Does not appeal to other interests of children, e. g. playing and singing. Small type for children. Imitation of teacher is basis.

[635]

BERLITZ, M. D. Method for Teaching Modern Languages. American edition, revised, Book 1. New York: Berlitz Publications, 1947.

[636]

BROWN, HAZEL P. Speech Sounds and Rhythm of American English, Book I, II, and III. New York: Barnes and Noble, 1950. With records.

(See annotation in Supplement.)



[637]

CAMERON, W. I Went to Britain. London: George Allen and Unwin, 1952.

[638]

CARO, J., compiler. Your Family and Your Job. New York: Noble and Noble, Publishers, 1948.

[639]

CLAREY, M. ELIZABETH, and DIXSON, ROBERT J. Pronunciation Exercises in English for the Foreign Born. New York: Regents Publishing Co., Inc., 1947. 119 p. Paper covers.

Imitation and reading exercises on 40 consonants, vowels, and diphthongs. A phonetic symbol (modified IPA) heads each section, but the exercises are all in ordinary spelling. Words, words in minimal pairs, phrases, sentences, two or three line dialogues, review paragraph. Review sentences. Supplementary reading for practice at the end of the book. For intermediate and advanced adults. No treatment of intonation.

[640]

CLARK, ARTHUR MELVILLE. Spoken English; An Idiomatic Grammar for Foreign Students. Second Edition, Revised and Enlarged. Edinburgh; London: Oliver and Boyd, 1947. xix, 309 p. Cloth binding.

Treats parts of speech (nouns, articles, pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs) and idiomatic expressions. Brief statements followed by a number of examples. Examples of words that can be used as different parts of speech in different contexts.

[641]

CLENDENING, FRANCES, and LOWER, MAUDE CLENDENING. Mastering English; An Elementary Exercise Book for the Foreign Born. New York: The MacMillan Company, 1941, 1948. xii, 336 p., illustrated. Cloth bound.

For low-intermediate and intermediate students in evening classes. Assumes an American environment. The lessons

alternately treat grammar, pronunciation, and spelling problems found through experience in teaching immigrants. The pronunciation consists of description, words and sentences, and in some cases a picture showing a person pronouncing the sound. The grammar gives brief descriptions, and exercises of the fill-in, change-the-form and other types. Brief suggestions to the teacher after each lesson. Some of the illustrations look outdated.

[642]

COOKE, RALPH. Notes on Learning English. London: Longmans, Green and Co. 152 p.

For advanced students. It is intended as a guide to usage of common words. British usage.

[643]

CORTINA, R. DIEZ DE LA. English in English. Cortina Method No. 6. Twelfth Edition. New York: R. D. Cortina Company, Publishers, 1951. 220 p. Cloth binding.

Conversations between a teacher and the students and between groups of students. Many explanations of words and grammar points occur as part of the conversations. Other explanations appear as footnotes. Two supplementary lessons on pronunciation, sample conjugations, etc. The pronunciation follows a spelling approach--rules for the various sounds of each letter. All-English. The author recommends oral practice. Subject of lessons: family, clothing, railroads, present indicative, etc.

[644]

CRAIN, H. M., FISHER, E. C., and JASON, L. The Intensive Course in English for Foreign Engineering Students. Vols. I-III. Golden, Colorado: Colorado School of Mines, 1945.

A text with a technical orientation. The readings of the first lessons concern matters of food, lodging and transportation. The subject matter of the remaining lessons is largely scientific, covering the fields of chemistry, geology, physics, and mathematics. All English.



[645]

DAVIS, A. L. Commercial Correspondence for Students of English as a Second Language. Washington: Educational Services, 1953. 138 p. (+10 p. Appendix), illustrated. Paper covers.

[646]

DAVIS, A. L., and CROFT, KENNETH. Ameriphone Lessons with Stress and Intonation Markings. Dialogs 1-10. Washington, D. C.: Washington Publications, 1954. 18 p.

Prepared for experimental work, in teaching stress and intonation at the American Language Center of the American University. Uses dots of four sizes to represent four degrees of English stress, and four horizontal lines above the printed line of type to represent four pitch levels of English. The location of the dot on the lines indicates the pitch. Stress and pitch analysis is based on Trager and Smith, Outline of English Structure. Clear introductory explanation. The dialogs deal with everyday living in the U. S.

[647]

DIXSON, ROBERT J. Direct English Conversation for Foreign Students. Revised Edition. New York: Regents Publishing Co. Book I, 134 p. illustrated; Book II, 125 p. Paper covers.

For beginning adults who have some initial vocabulary. Readings and dialogues with many questions based on them. To be used in conjunction with the grammar text, Tests and Drills in English Grammar for Foreign Students by R. J. Dixon.

[648]

DIXSON, ROBERT J. Essential Idioms in English for the Foreign Born. New York: Regents Publishing Company, 1951. iv, 138 p., illustrated. Paper covers.

A drill book for practice on the use of "idioms." Each lesson defines and gives examples of twelve idioms and has two exercises (multiple choice, and questions). Lists of idioms at the end of the book with Spanish, French, German translations. Intermediate and advanced students. Introduces approximately 360 idioms.

[649]

DIXSON, ROBERT J. Exercises in English Conversation for the Foreign Born. New York: Regents Publishing Co., 1945. 127 p., illustrated. Paper bound.

Each lesson contains a short paragraph with ten questions about its contents, a few sentences for oral drill with ten questions about them, and about thirty additional questions of a more general character and for review. The use of the grammar texts Beginning Lessons in English for the Foreign Born and Graded Exercises in English for the Foreign Born, also by Dixon, is recommended by him.

[650]

DIXSON, ROBERT J. Graded Exercises in English for the Foreign Born. New York: Regents Publishing Co., 1943. 154 p. Paper covers.

For intermediate and advanced students. A series of exercises with a brief grammar rule at the top of each page and various exercises for practice. All English.

[651]

DIXSON, ROBERT J. Second Book in English for the Foreign Born. New York: Regents Publishing Co., 1950. 136 p., illustrated. Paper covers.

This book is a direct continuation of Beginning Lessons in English for the Foreign Born, by I. Y. Fisher and R. J. Dixon. Each lesson is divided into three parts: pronunciation, grammar, and conversation. The pronunciation part has words and sentences in ordinary spelling illustrating an English sound. The grammar part has a brief description of some grammar point, and exercises of various types. The reading and conversation part contains an anecdote or a reading selection followed by questions for conversation about the selection. For intermediate and advanced students. No vocabulary aids. All English.

[652]

DIXSON, ROBERT J. Tests and Drills in English Grammar for Foreign Students. New York: Latin American Institute Press, 1949. 177 p. Paper bound.



Lessons containing a brief grammatical explanation and a series of exercises of various types. All English. No vocabulary aids. To be used in conjunction with Direct English Conversation for Foreign Students and a reading text, Exercises in Reading, Pronunciation, and Dictation for Foreign Students by R. J. Dixon. For intermediate and advanced students. Coverage is unsystematic.

[653]

ECKERSLEY, C. E. Essential English for Foreign Students. Revised Edition. London; New York; Toronto: Longmans, Green and Co. Book 1, Revised Edition, New Impression, 1946. x, 246 p. Book 2, Revised Edition, New Impression, 1947. ix, 246 p. Book 3, Revised Edition, New Impression, 1947. xi, 244 p. Heavy paper covers. Book 4, 1942. xiii, 342 p. Flexible cloth binding. Illustrated.

For intermediate and advanced students. Standard British English. Readings followed by pronunciation drill and grammar exercises of various types. The grammar is presented as the content of every other reading; it consists of descriptions with examples. C. E. Eckersley has written a number of other English textbooks: A Concise English Grammar; A Modern English Course; An Everyday English Course; England and the English; English for the Allies; Brighter English.

[654]

ECKERSLEY, C. E., and KAUFMANN, W. Commercial Course for Foreign Students. London; New York; Toronto: Longmans, Green and Co., 1947. 347 p., illustrated.

[655]

ECKERSLEY, C. E., and KAUFMANN, W. English Commercial Practice and Correspondence. London; New York; Toronto: Longmans, Green and Co., 1952.

[656]

English by Radio: Listen and Speak. A Broadcast English Course for Beginners. Published in association with the British Broadcasting Corporation by Macmillan and Co. Book One, Lessons 1-25; Book Two, Lessons 26-50; by A. V. P. Elliott,

W. F. Mackey, and J. A. Noonan. Book Three, Lessons 51-75; Book Four, Lessons 76-100; by A. V. P. Elliott and J. A. Noonan. Seventy-one twelve-inch records contain the dialogues used in the course.

Lessons 101-150 are announced as in preparation. These materials have been developed by lecturers of the London University Institute of Education. They are intended for persons without any knowledge of English. There is a Teachers' Handbook, 42 p., for adaptation of the course to an ordinary classroom. Makes use of pictures to illustrate the material to be learned. Each lesson has a five-minute recorded dialogue. Substitution tables are used to make sentences in the patterns of those taught. The dialogues are supplemented by a teaching commentary in the language of the learner. Graded vocabulary and grammatical patterns. Reviewed in English Language Teaching, 7, no. 3 (Spring, 1953): 98-104. In addition to this all-English edition there are bilingual editions in Dutch, French, Italian, Norwegian, Spanish, and Turkish.

[657]

English for New Settlers, Book One. Department of Education, Wellington, New Zealand. 64 p.

Direct method approach for displaced persons who are settling in New Zealand. There is also a Teacher's Manual which provides substitution tables, "action chains," and exercises for teaching "structural verbs" and verb tenses.

[658]

English for Newcomers to Australia. A Class Text for Situational Teaching. Third Edition. Prepared for the Department of Immigration by the Migrant Education Section of the Commonwealth Office of Education under the technical direction of G. A. Pittman. Sydney, June 1952. 212 p. Teacher's Edition, 300 p. These books are not for sale; they are distributed to immigrants to Australia.

[659]

FISHER, BOBEL YEALY, and DIXON, ROBERT J. Beginning Lessons in English for the Foreign Born. New York: Regents Publishing Co., 1943. 187 p., illustrated. Paper covers.



After the first few lessons, which introduce questions and vocabulary items with the aid of pictures, the lessons generally include three parts: pronunciation, grammar, conversation. The pronunciation consists of words and sentences illustrating an English sound. The grammar is made up of exercises with an example as a starter. The exercises are of various standard types. The conversation section contains a paragraph for reading, and questions based on it. The continuation of the book is Second Book in English for the Foreign Born, by R. J. Dixon. For beginning and intermediate students. All English.

[660]

FRENCH, F. G., and others. A Pictorial English Grammar for Schools Abroad. Part One by F. G. French, E. C. Parnwell, and L. W. Faucett. Part Two by F. G. French. London: Oxford University Press.

Second edition of a book originally published in 1941. Conventional approach to grammar with rules and examples. Pictures for some of the exercises. Also, fill-in blanks, changing statements to questions, substitution tables, identifying parts of speech, etc.

[661]

Fries American English Series for the Study of English as a Second Language. English Section (Department of Education, San Juan, Puerto Rico) Pauline M. Rojas, Director; Charles C. Fries, Consultant; and staff. Boston: D. C. Heath and Company, 1952-3. Books 1-4. Teachers Guide to Books One and Two, Teachers Guide to Book Three, Teachers Guide to Book Four. Book Five in press. Book Six in preparation.

All English. For elementary and high school students. See annotation under Spanish-speaking students above [562].

[662]

GASKIN, E. A. L. Better Your English. London: University of London Press.

[663]

HAMOLSKY, SIDNEY L. Improve Your English Conversation. New York: American Book Company, 1955. 128 p.

Intended for students at an intermediate level. Concentrates on expressions common to everyday American usage. Points of structure and of idiomatic usage are described and are followed by practice sentences. Final vocabulary giving ordinary spelling, phonetic symbols, and a space for the student to write a corresponding word or phrase in his native language.

[664]

HARLEE, ELLA F. Pronunciation Drills in English. Published by the author, 1945, 3rd printing, 1947. 111 p., illustrated. Paper bound.

Drills on the sounds of English with an introductory discussion of pronunciation including stress and pitch. For each of the phonemes there is a sentence describing it, lists of words with the sound in initial, medial and final position, sentences for practice, and pairs of words showing minimal pronunciation contrasts. The same material appears in phonetics on the left-hand page and in ordinary spelling on the right-hand page.

[665]

HAYDEN, REBECCA E. and QUIROS, AURORA M. English Fundamentals in Review for the Advanced Foreign Student. Berkeley, California: California Book Co., 1949. viii, 312 p. Spiral notebook binding.

Grammar description with examples and exercises. Divided into seven large units on word order; verbs; articles; prepositions; gender, etc; miscellaneous; punctuation, etc. Several pages of workbook-type exercises after each unit. Examples of instructions: "Underline each verb which is not in the correct tense...; place in the blanks the correct form...; rewrite the following paragraphs..." Conventional grammar terminology used.

[666]

HINKLE, L. E., and HALL, RUTH B. English for Foreign Students. Raleigh, N. C.: Published by the authors, 1947. vi, 148 p.

Intended for mixed language groups of advanced college students working for credit. A series of bound mimeographed lessons to meet a local need. Recommends that English be lifted



to consciousness and held there. Emphasizes dictation, written work, and extensive reading. Divided into separate sections on pronunciation, parts of speech, sentence analysis, word study, and comprehension. The pronunciation section uses ordinary spelling and makes references to French and Spanish sounds. Some inaccuracies. No treatment of intonation. The sections on parts of speech and sentence analysis follow conventional lines with fill-in and correction exercises. The section on word study treats affixes, synonyms, antonyms, homonyms, and idiomatic expressions. The section on comprehension is divided into reading and oral composition with selections in each.

[667]

HORNBY, A. S. A Guide to Patterns and Usage in English. London: Oxford University Press, 1954. 261 p.

Intended as a guide to the composition of idiomatic English. Describes and tabulates English sentence and phrase patterns. British English usage.

[668]

HORNBY, A. S. Oxford Progressive English for Students in the Middle East. London; New York; Toronto: Oxford University Press, 1950.

[669]

JONES, DANIEL. Phonetic Readings in English. 28th Edition. Heidelberg, Germany: Carl Winter, Universitätsverlag, 1949. xv, 98 p.

[670]

JUDD, J. O. Exercises in English for Foreign Students. London; New York; Toronto: Longmans, Green and Co., New Edition, 1950. vii, 152 p. Flexible cloth covers.

Supplementary exercises for use in connection with a grammar approach. Contains tests, subjects for compositions, specialized vocabularies (kitchen, ailments, weather, etc.) special verbs, idioms, proverbs, irregular verbs, passages for dictation. Sample directions from the tests: Complete the following sentences; Make sentences to show the difference between...; Insert the missing

prepositions; Make a list of the best-known trees and birds.  
Subject for composition: A walk in the country.

[671]

LAUBACH, FRANK C. Streamlined English. The New Easier Way to Learn. New York: The MacMillan Co., 1945, 1951. 111 p., illustrated. Also Teacher's Manual for Streamlined English, 1946, 1950. 103 p. Paper covers.

Simple materials to teach literacy in English to children who already speak some English. Each page has pictures on the left giving sound and spelling of words, and on the right, a running text of simple sentences using those words. All words listed alphabetically at the end of the book. Every fourth lesson is devoted to review. This booklet shows Laubach's widely known literacy work. The problem of teaching English as a foreign language is different of course.

[672]

LEAVITT, L. W. First, Second, Third Books of English. 3 books. Beirut, Lebanon: American Press, 1946-1947.

[673]

LENZ, HAROLD L., and SCHUELER, HERBERT. Practical English for Students from Abroad. New York: Queens College, 1951. Mimeographed.

[674]

LEWY, E., and PERCIVAL, W. English: A Handbook for the Foreigner. London; New York; Toronto: Longmans, Green and Co., 1947.

[675]

MacCARTHY, P. A. D. English Pronunciation: A Practical Handbook for the Foreign Learner. 3rd edition. (1st edition published 1944) Cambridge, England: W. Heffer and Sons, Ltd. viii, 180 p. Three ten-inch records are obtainable from Linguaphone Institute, London.

Deals with the special difficulties of several linguistic groups. Drills. Uses Modified I. P. A. transcription. British English usage.



[676]

McGILLIVRAY, JAMES H. Life with the Taylors. Conversational Narrative and Exercises in American English. New York: American Book Company, 1952. 256 p.

This is an all English edition of the same title originally published for Spanish-speaking students.

[677]

MEIER, H. England Calling! 2nd edition. Zurich, Switzerland: Verlag des Schweizerischen Kaufmännischen Vereins.

[678]

MEIER, H. English This Way! 2nd edition. Zurich, Switzerland: Verlag des Schweizerischen Kaufmännischen Vereins.

[679]

MEIER, H. English by Example. 2nd edition. Zurich, Switzerland: Verlag des Schweizerischen Kaufmännischen Vereins, 1950.

[680]

MILLER, C. Grammar of Modern English for Foreign Students. London; Toronto: Longmans, Green and Co., 1947.

[681]

PALMER, H. E. A Grammar of English Words. Reprinted, 1949. London: Longmans, Green and Co., 1938.

[682]

PALMER, H. E. English Pronunciation Through Questions and Answers. Cambridge England: W. Heffer and Sons.

[683]

PALMER, HAROLD E. New Method Series, English Practice Books. Book I: Elementary Oral Exercises. London and New York: Longmans, Green and Co., New Impression 1948. 90 p.

A series of pictures on each left-hand page with exercises using the pictures on each right-hand page. Controlled vocabulary and grammar patterns. Very practical. No explanations. A variety of exercises to observe, imitate, associate and to produce sentences by analogy. Directed to children of various ages.

[684]

PALMER, H. E., and BLANDFORD, F. G. A Grammar of Spoken English on a Strictly Phonetic Basis. 2nd edition, revised. Reprinted 1950. Cambridge, England: W. Heffer and Sons. xxxviii, 298 p.

Part One deals with phonetics and intonation (British Pronunciation), Part Two with parts of speech, Part Three with parts of the sentence, and Part Four with "logical categories" (time, possession, totality, negation, etc.). For advanced adult students. All grammatical categories and "rules" are illustrated with numerous examples printed in phonetic transcription. Uses substitution tables.

[685]

PALMER, H. E., and BLANDFORD, F. G. English Pronunciation Through Questions and Answers. Cambridge, England: W. Heffer and Sons, Ltd. (1st edition, 1928). 119 p.

Drills in which sets of questions elicit words containing the vowel or consonant being practiced.

[686]

PFIEFFER, G. and L., compilers. Language through Pictures, English, French, Spanish. De Lux Edition. Garden City, New York: Garden City Publishing Co., 1948.

[687]

POTTER, SIMEON. Everyday English for Foreign Students. 7th edition. New York; London: Pitman Publishing Corporation. 170 p.

Slight changes from the 6th edition (1947).

[688]

PRATOR, CLIFFORD H., Jr., Manual of American English Pronunciation for Adult Foreign Students. Berkeley and Los Angeles, California: University of California Press, 1951. xxiv, 162 p., and Accent Inventory (16 p.) inserted.

For adult and literate foreign students in an advanced class in the United States. Based on a frequency count of the pronunciation



difficulties of several hundred students at the University of California. Materials on stress, rhythm, and intonation are presented first. Phonemic substitutions in vowels and consonants are presented later in the text. Many exercises provided. Explanations of articulation and classification are extensive. The Accent Inventory contains a diagnostic passage of eight sentences to be recorded by the student and a form for analyzing the student's pronunciation. With it the student has an inventory of his own pronunciation difficulties.

[689]

QUIROS, AURORA M. Fundamentals of English for Foreign Students. Grammar Workbook. Berkeley, California: California Book Co. Revised. Copyright by the author, 1949. xvii 269 p. Spiral notebook binding.

For intermediate, university level foreign students. Each lesson describes grammar matters, gives examples, and has several pages of work-book type exercises. Examples of exercise types are: make the nouns plural; correct the word order; write sentences; underline the adjectives; fill in the pronoun; change to negative; answer the questions; etc. Conventional grammatical terminology used.

[690]

RICHARDS, I. A. Anglophone. Recordings paralleling the text English Through Pictures by the same author. Cambridge, Mass.: English Language Research Inc. Series I: Nine 12-inch records, 78 rpm. Series II (1952) covers the second half of the text, also 78 rpm., unbreakable vinylite.

Workbooks, filmstrips and 16 mm films are available for use with the recordings.

[691]

RICHARDS, I. A. Anglophone Filmstrips. Black and white. Cambridge, Massachusetts: English Language Research, Inc. Eight filmstrips (640 frames) paralleling the pocket book English Through Pictures by the same author. Duplicate set of 8 strips without English titles for use as an exercise device available with text.

[692]

RICHARDS, I. A. English Through Pictures. (Formerly the Pocket Book of Basic English) New York: Pocket Books, Inc., 1946. xxix, 334 p., illus: Paper covers.

Basic English is taught with the aid of stick figures and line drawings. For beginning students. Preface in Spanish, French, Italian, Portuguese, and German. All in English.

[693]

RICHARDS, I. A., and GIBSON, CHRISTINE. A First Workbook of English; Based on The Pocket Book English Through Pictures. Cambridge, Massachusetts: English Language Research, 1946. 80 p., illustrated. Paper bound. Also, A Second Workbook, etc.

Exercises for use with English Through Pictures by I. A. Richards. Fill-in, completion, completion using pictures. Basic English. For beginning adults not at the university level.

[694]

SANZ, ROBERT B. English With Sanz; Construction in Conversation, Rules for Translator, The English Correspondence. Washington, D. C.: Sanz Publications, 1950. Book One: xi, 126 p. Book Two: vii, 126 p. Cloth bound.

A book for working adults attending practical classes. Conversations, questions, brief grammatical rules. All in English. Attempts to introduce grammar constructions and vocabulary without strict linguistic control. No pronunciation aids outside of the first lesson where something is said about a few sounds.

[695]

SWANN, K. J. Intermediate English Course for Foreign Students. London; New York; Toronto: Longmans, Green and Co., 1948.

[696]

TIBBITTS, E. L. Phonetic Reader for Foreign Learners of English. Cambridge, England: W. Heffer and Sons, Ltd., 1947.



[697]

VAN TROMP, C. D., and VAN NIEKERK, J. I. R. Modern English Grammar (Second Language). Standards 4, 5, 6. 3 volumes. Cape Town; Johannesburg, South Africa: Juta and Company, 1945-1947.

[698]

VULLIAMY, B. L. English by the Nature Method. Privately printed for the author. Volume I, 114 p.; Volume II, 150 p.

For European workers in England. Direct method. Has preparatory stage using common words, verbs be and have and progressive tense. Also pronunciation using I. P. A. symbols, and intonation.

[699]

WALPOLE, HUGH. Foundations of English for Foreign Students. Chicago: University of Chicago Press, 1946, Second Edition, 1950. viii, 59 p. Paper covers.

The second edition of this little book of exercises on grammar and usage contains a few more exercises than the first edition. For intermediate and advanced students. Each lesson contains a short reading, examples of usage, and practice exercises. The examples illustrate grammar and usage; no explanation is given with them. The exercises are of the usual types. Not a complete treatment; covers various usage problems of the fairly advanced student as observed by Walpole.

[700]

WEST, MICHAEL. Improve Your English. London: Longmans, Green and Co. 159 p.

For the foreign learner who wants practice in the spoken language. Designed for classroom use. Has instructions for the teacher. A lesson consists of a dialogue, questions about the dialogue, incomplete repetition of the dialogue by means of guide words or initial letters or dashes, and exercises. The learner uses the guide words to learn the dialogue by heart. Stresses are indicated over ordinary spelling. Standard colloquial British English is used. Vocabulary not strictly limited.

[701]

WHITFORD, H. C., and DIXSON, R. J. Handbook of American Idioms and Idiomatic Usage. New York: Regents Publishing Co., Inc., 1953. 155 p. Paper bound.

Lists alphabetically and defines more than 4500 idiomatic phrases and constructions found in American usage and gives a sentence illustrating the use of each. Intended by the authors as a "working manual and a textbook for advanced [foreign] students of American English." Each item is listed alphabetically under its "key or strong word."

[702]

WRIGHT, AUDREY L. Practice Your English. All English Edition. New York: American Book Company, 1953. Complete, 398 p. Part I, 236 p. Part II, 251 p.

This all English edition of the same title for Spanish-speaking students is nearly identical to the other edition, except for the deletion of all Spanish words and restrictive references to Latin America.

[703]

WRIGHT, AUDREY L., and MCGILLIVRAY, JAMES H. Let's Learn English. New York: American Book Company, 1955. Complete in one volume or in two parts.

Beginning text using approximately 1000 words. Conversational English. Intonation marked with dotted lines in all practice sentences. The International Phonetic Alphabet is used for pronunciation. Each lesson begins with material for oral practice followed by a section on structure with accompanying drills, some of which are based on pictures. The vocabulary and idioms of each lesson are listed, and exercises for pronunciation, dictation, and conversation are provided. Every fourth lesson is a review.



## Readers

## Introductory Comments

In readers no less than in language books the native language habits of the student will be the dominant source of difficulty and ease in learning. Obviously the Arabic student, who is used to an entirely different alphabet from that used in English, will find greater difficulty than those students who use the Roman alphabet in their native tongue. Likewise the Chinese student will have greater difficulty than others in learning the symbols of our writing. For them, learning to read English will involve much more learning than for Spanish speakers, for example. The learning burden will differ not only as to the written representation of the language; it will differ also with regard to the vocabulary and grammatical differences of the native language and English. In the readers listed below, very often words are explained which need no explanation for speakers of another given language. Often the explanations are more difficult than the word being explained. Unless the native language of the student is considered when a reader is simplified, the simplification must of necessity be haphazard and uneven when the individual student deals with it.

[704]

ALLEN, VIRGINIA FRENCH. People in Livingston. A reader for Adults Learning English. New York: Thomas Y. Crowell Company, 1953. Paper bound; cloth bound. vi, 122 p.

The expressed aim of this book is to give adults something "interesting and easy to read" so that they "may enjoy going behind the scenes into the everyday lives of people in the United States." (Preface). Livingston and the people of Livingston are imaginary, but they are an attempt to typify "many towns and many cities in the United States." (Preface). Both the vocabulary and the grammar patterns have been carefully graded in so far as this can be done without reference to a specific native language background. This book is part of its author's doctoral dissertation. The vocabulary range is of about 800 words. The stories and dialogues form a connected narrative with considerable amounts of conversation. Some of the topics touched upon include a mother getting the children to school, neighbors, Sunday morning talk

about going to church, the fact that an immigrant barber can take vacations in Florida, a young lady's unchaperoned date and how she handles the matter of getting home later than she has permission to stay, etc. A good feature of this reader is the list of the grammar patterns used in the reading. The list appears at the end of the book. At the end of each story or dialogue there is a short comprehension test with answer key at the end of the book. It should be noted that the book deals with average people, not with great personalities or events in U. S. life.

[705]

COLFORD, WILLIAM E. New York, Gateway to the U. S. A. New York: American Book Company, 1954. 112 p.

Conversational reader in American English. Each of the book's 20 sections is followed by questions testing the student's ability to read the passages.

[706]

CURIE, EVE. Madame Curie. Adapted by M. E. Carter. London: Longmans, Green and Co., 1949.

Simplified within a vocabulary of 2,000 words.

[707]

DIXSON, ROBERT J. American Classics. Simplified and Adapted for Greater Reading Pleasure (with exercises for study and vocabulary drill). Books One to Ten. New York: Regents Publishing Co., 1953-. Each of the ten readers covers 128 p. with 100 p. for the story, and the balance for exercises and vocabulary. Paper covers.

The first book uses a vocabulary range of 750 words, the second adds 250 words, and each additional volume adds 200 new words. Long descriptive passages and "philosophical" emphases have been eliminated. The first three titles were examined for this annotation: 1, *The House of Seven Gables* by Nathaniel Hawthorne; 2, *Moby Dick* by Herman Melville; and 3, *Murders in the Rue Morgue* and *The Gold Bug* by Edgar Allan Poe. The remaining seven titles said to be in press are, 4, *The Pathfinder* by James Fenimore Cooper; 5, *The Outcasts of Poker Flat*, *The Luck of Roaring Camp* and *Other Stories* by Bret Harte; 6, *The Hoosier*



Schoolmaster by Edward Eggleston; 7, The Portrait of a Lady by Henry James; 8, The Rise of Silas Lapham by William Dean Howells; 9, Huckleberry Finn by Mark Twain; and 10, The Red Badge of Courage by Stephen Crane. These books are advertised for slow native readers and for the student to whom English is not native. Some of the sentence constructions seem too complicated for easy reading by non-native speakers of English at the vocabulary ranges indicated for each book.

[708]

DIXSON, ROBERT J. Easy Reading Selections in English for the Foreign Born. With Drills in Conversation Based on the Reading Selections. New York: Regents Publishing Co., 1948. 133 p., illustrated. Paper bound.

For intermediate students. The selections are simplified versions of stories by well-known authors. Many questions based on the reading follow each selection.

[709]

DIXSON, ROBERT J. Elementary Reader in English for the Foreign Born. New York: Regents Publishing Company, 1950. iv, 120 p., illustrated. Paper bound.

For elementary and low intermediate students. Mostly within the first thousand most commonly used words according to Thorndike's vocabulary list. Adult content. Modern themes and present-day American life. Simplified as to grammar. Each story or article is accompanied by numerous questions, and vocabulary and grammar exercises of the usual types. This is the first in the series of readers by Dixon. The second is Easy Selections in English, and the third, Modern Short Stories by American Authors.

[710]

DIXSON, ROBERT J. Modern Short Stories by American Authors; An Advanced Reader in English for the Foreign Born. With Exercises for Conversation and Vocabulary Drill. New York: Regents Publishing Company, 1950. vi, 136 p., illustrated. Paper covers.

For advanced students. Short stories that appeared in current magazines and deal with present-day American life. Slightly

adapted by the elimination of slang expressions and words of unusual difficulty. After each story are questions for conversation, expressions to be used in sentences, and a multiple-choice exercise for vocabulary practice.

[711]

FLOOD, W. E. The Wonders of Light. London: Longmans, Green and Co. 144 p.

Simplified science readers form the series Science in the Modern World. Other titles: The Earth on Which We Live; The Air Around Us; Machines and Engines; and Electricity and its Uses.

[712]

KELLER, HELEN. The Story of My Life. Simplified by M. E. Carter. London: Longmans, Green and Co. 102 p.

Simplified within a vocabulary of approximately 2,000 words.

[713]

MASON, JOSEPHINE D., and O'BRIEN, GERTRUDE E. A Practical Reader for Adults: Book I; Book II. Boston, Massachusetts: D. C. Heath and Company. Book I (1931) iii, 137 p.; Book II (1945) vi, 151 p.; illustrated. Cloth bound.

For immigrants to the United States who have learned some oral English in practical situations. Assumes an American environment. Each lesson contains a short reading on employment and daily living, exercises of the true-false, multiple choice, completion, or question type. All in English. No grammar, pronunciation, or vocabulary treatment. Book I is for beginners; Book II is for intermediate students.

[714]

Reader's Digest Readings. English as a Second Language. Prepared by Aileen Traver Kitchen and Virginia French Allen. Pleasantville, New York: The Reader's Digest Educational Service, Inc., 1953. Part One: 128 p. Part Two: 128 p. Paper covers.

"This book is a collection of articles from the pages of Reader's Digest. The articles have been chosen for their popu-



larity among adults and young people all over the world. The purpose of the book is to increase the student's vocabulary and to provide interesting reading for those who are not yet ready to read books and magazines written for native speakers of English. The book serves, then, as one of the steps between beginner's exercises and the reading of unsimplified English. Although the vocabulary and grammar have been kept simple, the content and ideas are those of the regular English editions of the Reader's Digest." (Introductory note inside front cover.) The student is informed that the articles will help him learn "approximately 350 new words and idioms" and to review vocabulary he already knows. He is also told that many words will be familiar to him because they are among the 1000 most frequently used in English, and that others with which he may be less familiar are explained in footnotes. There are about 740 such footnotes. Though it is not feasible to simplify material for all linguistic backgrounds in any one edition, an attempt was made to limit the complexity of the grammatical constructions. Beginners and low-intermediate students will find the material difficult. Fairly advanced adult students will read the articles with pleasure. Four or five objective and short-answer tests follow each article. Mentioned inside the back cover is a separate vocabulary booklet containing answers to the exercises, an alphabetical list of all words used in the readings, definitions of these words, and a guide to their pronunciation.

[715]

Reading Selections for Students of English as a Second Language.

Educational Services Series in English as a Second Language.

Illustrations by Marvin Tabak. Washington, D. C.: Educational Services, 1953. 58 p. Paper cover.

Contains stories and magazine articles which have been simplified for students of English as a foreign language. Not for beginning students. A good number of "idiomatic expressions" have been left in the texts, some of them with explanations in English in footnotes, others without explanation. The selections deal with topics of general interest to American readers; they develop in an American environment. Some of the titles are "Pie in America," "Our Wives Are Like That," "How to Make 'No' Sound Like 'Yes'." Large type.

[716]

VINCENT, T. C. L. Can You Read English? Book 2. London: Lutterworth Press.

[717]

WEST, MICHAEL. The New Method Readers for Students of English. Standard Edition. London and New York: Longmans, Green and Co., Ltd., 1945. Green Primer; Readers 1 through 7. Ranging from 96 to 224 p., illustrated. Soft cloth covers.

A series of inferential readers using pictures and context. For children and secondary school students. Carefully controlled vocabulary. West uses a reading method. He developed his readers primarily for the schools of India. The content of the readers begins with useful information and leads to literary materials: Reader 7 is a simplified version of The Vicar of Wakefield by Oliver Goldsmith. Students need the reader and a Companion volume. Directions to the teacher are set out in a separate volume: How to Use the New Method Readers: A Teacher's Handbook. A set of supplementary readers is also available for additional reading at the various levels of the Standard Readers. Michael West is well known in this field. His systematic treatment of vocabulary load marked a significant advance.

[718]

WYEMAN, STANLEY. A Gentleman of France. Simplified by E. V. Gatenby. London: Longmans, Green and Co. 155 p.

A volume of the Longmans Simplified English Series within a vocabulary approximately like that of the Interim Report on Vocabulary Selection. Historical note on the story. Seven pages of questions on the text.



## SUPPLEMENT

[719]

ABERCROMBIE, DAVID. "Practical Uses of Speech-Recording," English Language Teaching, 6, no. 1 (autumn, 1951): 26-29.

Describes briefly the use of tape for informal recording of student production in class in order to achieve objective correction. Favors the use of disks to record more formal prepared speeches.

[720]

ANDERSSON, THEODORE. The Teaching of Foreign Languages in the Elementary School. Preliminary Edition. Boston: D. C. Heath and Company, 1953. vi, 119 p.

This small book is part of the general movement toward teaching foreign languages in the grades. Attempts to relate the problems of such teaching to principles of language learning and teaching. Critical twelve-page bibliography. Fifteen French sample lessons following a direct method. Discusses the national situation in foreign languages, why begin in the elementary school, how to start, what language to choose, should there be selectivity, the importance of continuity, the teacher, principles and techniques. Up-to-date and stimulating.

[721]

BROWN, HAZEL P. Speech Sounds and Rhythm of American English. Revised Edition, 1954. Phonetic Transcription by Dorothy Mulgrave. Elementary. vii, 51 p. Intermediate. vii, 52 p. Advanced. vii, 52 p. Three 12-inch long-playing records for each level. New York: Speechphone Studio of Linguaphone Institute.

Each level consists of 48 one-page lessons. Each lesson has a short articulatory description of a sound, words illustrating the sound, phrases with uniform rhythm illustrating the sound, more words, and five sentences illustrating the same sound. The phrases and the sentences appear in ordinary spelling and in phonetic transcription using the International Phonetic Alphabet. Primary stress and occasionally secondary stress are marked. Intonation is briefly discussed in the preface but not marked in the lessons.

The transcription represents a dialect of American English without postvocalic retroflex r. All the lessons are recorded with time for repetition by the student.

[722]

**FINOCCHIARO, MARY**, with the cooperation of **KITCHIN, AILEEN TRAYER**. Source Materials and Texts for the Teacher of English as a Second Language. New York: Curriculum Center, Board of Education of the City of New York, 1952. 19 p.

Extensive list of titles easily available in the libraries of Teachers College, Columbia University and at the Main Branch of the New York City Public Library. Includes approximately 450 titles of textbooks, articles, and pamphlets dealing with teaching, bilingualism, English language, linguistics, etc. Not annotated.

[723]

Foreign Language-English Dictionaries, A Selected List. Compiled by Grace Hadley Fuller under the direction of Florence S. Hellman. Washington, D. C.: U. S. Library of Congress. Division of Bibliography. 182 p. 1942.

[724]

**HAUGEN, EINAR**. The Norwegian Language In America. A Study in Bilingual Behavior. Volume I, The Bilingual Community. Volume II, The American Dialects of Norwegian. Philadelphia: University of Pennsylvania Press, 1953. xiv, 695p.

Volume I studies social, cultural, religious and other aspects of the life of Norwegian immigrants as they evolve toward integration into the American pattern. Volume II analyzes linguistic phenomena resulting from close contact between Norwegian and American English.

[725]

**PIKE, KENNETH L.** Language in Relation to a Unified Theory of the Structure of Human Behavior. Part I, Preliminary Edition. Glendale, California: Summer Institute of Linguistics, 1954. x, 170 p.



Part I discusses language as behavior, emic and etic stand-points for the description of behavior, the structure of behavior, the behavioreme, and the minimum units of feature and distribution modes of the behavioreme. Morphemics and gramemics are dealt with under feature and distribution modes of the behavioreme. Gives comments on the literature dealing with each problem. 188-item bibliography. Index. Part II is in preparation.

[726]

Study Abroad. International Handbook; Fellowships, Scholarships, Educational Exchange. Volume VI. 1953-1954. UNESCO.

Gives information on over 45,000 fellowships, scholarships and other subsidized opportunities for educational travel, originating in 101 countries and territories and providing for study in about 60 countries. Part One discusses the operation of international fellowships programs, the Unesco foreign student survey 1952-1953, and gives a statistical commentary on Volume V of Study Abroad. Part Two describes available international fellowships and scholarships by countries. Part Three describes international trainee exchanges by countries. Information is given in English, French and Spanish.

[727]

WEINREICH, URIEL. Languages in Contact. Findings and Problems. New York: Publications of the Linguistic Circle of New York, Number 1, 1953. xii, 148 p.

Comprehensive and thoroughly documented discussion of effects of the first language upon a second language in bilinguals. Linguistically up-to-date treatment of phonic interference, grammatical interference, lexical interference. Explores socio-cultural and other factors. Summarizes the literature on each problem and contributes original research on a bilingual situation involving Romansh and Schwyzertitsch in Switzerland. 658-item bibliography, and topic index to same. Preface by André Martinet. Is receiving considerable attention among linguists. Reviewed favorably by Einar Haugen in Language, 30, no. 1 (Jan.-Mar. 1954).

[728]

ACLS. The American Council of Learned Societies is sponsoring a series of spoken English textbooks for specific linguistic backgrounds. Three of the textbooks are reviewed in this bibliography; they are El Inglés Hablado [538], English for Koreans [481], and English for Indonesians [465].

A General Form containing the material of the series before adaptation to the native languages appears under the title Structural Notes and Corpus [65], and instructions to the teacher are contained in the booklet, Spoken English Textbooks [69]. Other textbooks of the series are in preparation for the following linguistic backgrounds: Turkish, Serbo-Croatian, Greek, Vietnamese, Chinese, Persian, Thai, and Burmese. They will follow the general pattern of those reviewed above.

[729]

BONGERS, HERMAN. The History and Principles of Vocabulary Control (As It Affects the Teaching of Foreign Languages in General and of English in Particular). Woerden (Holland): Woeropl, 1947. III vol. in II. 360, 82 p.

Summarizes most of the important studies on vocabulary control and presents a new list of 3,000 words compiled from a comparison of previous counts. Bongers is a disciple of H. E. Palmer. In addition to the three thousand "head-words," the commonest compounds and derivatives are given. Useful bibliography of several hundred items.

[730]

HAUGEN, EINAR. "Bilingualism and Mixed Languages; Problems of Bilingual Description," Monograph Number 7, Georgetown University Monograph Series on Language and Linguistics.

Explores several possibilities in bilingual description and emphasizes the fact that the comparison of two sound systems must include the allophones. Uses Norwegian and English as illustrative material. Mentions other literature. Methodologically important.



# INDEX

- Abercrombie, David, 71-75, 719  
 ACLS materials, 65, 69, 465,  
 481, 538, 728  
 Adjective, 138  
 Advanced students, 215  
 Adverb position, 218  
 Advisers, Foreign student, 347,  
 361  
 Africa, English in British  
 Tropical, 98  
 African Languages and English,  
 39  
 Afrikaans-speaking students,  
 Materials for, 372-375  
 Agard, Frederick B., 296, 538  
 Alanne, E., 415  
 Alem, Neif Antonio, 514  
 Allasina, T. A., 630  
 Allen, C. John, 588  
 Allen, Virginia French, 704,  
 714 (see also French, Virginia)  
 Allen, W. B., 631  
 Allen, W. Stannard, 76, 629  
 Allwood, M. S., 603, 611, 616  
 Amatyakul, P. Y., 620-622  
 American-Indian students,  
 Materials for, 376  
 American Speech, 35  
 Andersen, H., 416  
 Anderson, D. C. L., 78  
 Anderson, D. F., 77, 262  
 Andersson, Theodore, 720  
 Andrade, Richard D., 279  
 Andújar, María A., 554  
 Angiolillo, Paul F. M., 297  
 Anthony, Ann, 79  
 Anthony, Edward M., 80-82  
 Aptitude, 77  
 Arab East, English in, 166  
 Arabic-speaking students,  
 Materials for, 377  
 Arroyo, Justa, 539  
 Article, 195  
 ASTP, 189, 297  
 Attitudes of foreign students,  
 345, 357, 359, 365  
 Atwood, E. Bagby, 28  
 Australian immigrants, English  
 for, 201  
 Bahls, L., 430  
 Bakke, K., 489  
 Balluff, Clare, 322  
 Barne, K., 392  
 Barnhart, Clarence L., 282  
 Barranco, Rafael A., 541  
 Barron, Bryton, 510  
 Bart, Barry, 291  
 Basic English, 57, 90, 94, 149  
 Baugh, A. C., 33  
 Beagle, Simon, 632  
 Beginning stage, 134, 135  
 Benedict, E. S., 462  
 Bergener, Carl, 604  
 Berlitz, Charles F., 542  
 Berlitz, M. D., 634-635  
 Bernier, A., 420  
 Berry, J., 39  
 Besosa, Margaret Nance de,  
 543  
 Bertelsen, S. Yhlen-Olsen, 306  
 Betis, V., 303  
 Bhaopichitr, Kamol, 623  
 Bhaopichitr, M., 623  
 Bianchi, L., 469-470  
 Bibliographies; Dictionaries,  
 723; English Language, 36-  
 38; Films, 370-371; Foreign  
 language teaching, 319-323;  
 International education, 369;  
 Linguistics, 339-343; Teach-  
 ing English, 247-256, 722;  
 Vocabulary, 18

- Biese, Y. M., 417  
 Bilingual education, 178  
 Bindewald, R., 431  
 Binns, Harold H., 515  
 Bjørge, H., 487-488  
 Bjørge, J., 487-488  
 Bjørkhaugen, I., 605-608  
 Blandford, F. G., 684-685  
 Blattner, K., 432  
 Bletjenberg, C., 393  
 Bloch, Bernard, 324  
 Bloomfield, Leonard, 298, 325  
 Bongers, H., 395  
 Bongers, Herman, 729  
 Boswell, Bernice M., 251  
 Bouwhuys, P. ten, 400  
 Bowman, James Cloyd, 585  
 Bowman, W. G., 377  
 Bradley, Henry, 290  
 Brahe, A., 385  
 Bray, John, 83  
 Brekke, K., 489-490  
 Brickley, S. G., 471  
 Brown, Harvey, 421, 433, 544  
 Brown, Hazel P., 636, 721  
 Brown, M. Gordon, 247  
 Brown, P. P., 372  
 Buell, Maxine Guin, 85  
 Butler, J. H., 609  
 Bumpass, Faye L., 41, 545-546  
 Burnett, Federico L., 547  
 Buros, Oscar K., 257  
 Bustillo Reina, Guillermo, 548  
 California Department of  
     Education, 67  
 Cameron, W., 492, 637  
 Campbell, Mary H., 477  
 Campbell, Shella, 486  
 Campos, Jose Luiz, Jr., 516-  
     517  
 Can and Can't, Pronunciation of,  
     199  
 Caro, J., 638  
 Carpenter, Anita, 370  
 Carpentier-Fialip, M., 422-423  
 Carpentier-Fialip, P., 422-423  
 Carr, J., 448  
 Carroll, John B., 326  
 Carter, M. E., 706, 712  
 Cartledge, H. A., 86-88  
 Carvalho, Adazir Almeida, 518  
 Catenizing, 232  
 Catford, J. C., 89-91  
 Cestre, C., 424  
 Chaffurin, L., 425  
 Charteris, John W., 549  
 Chatman, Seymour, 92  
 Cheeseman, H. R., 483  
 Chicago investigation, 296, 301  
 Children's language, 167  
 Chile, English in, 194  
 Chinese students, Materials for,  
     382-384  
 Chou, Tung Fen, 93  
 Chriss, D. J., 459  
 Clarey, M. Elizabeth, 639  
 Clark, Arthur Melville, 640  
 Clarke, G. Winston, 550  
 Clarke de Armando, R., 551  
 Clendening, Frances, 641  
 Cochran, Anne, 42  
 "Cognates," 23, 82  
 Cole, Luella, 17  
 Cole, R. D., 299  
 Coleman, Algernon, 43, 300,  
     320-322  
 Colford, William E., 705  
 College, English in, 116, 179,  
     208  
 Collin, C. S. R., 610



- Conversation, 72, 86, 122, 128  
 Cook, Mrs. Katherine M.  
     (O'Brien), 249  
 Cook, P. A. W., 39  
 Cooke, Ralph, 642  
 Corbridge-Patkanowska, M.,  
     511  
 Cornelius, Edwin T., Jr., 44,  
     45, 378, 460  
 Correa Morales, Mrs., 572  
 Cortina, R. Diez de la, 519, 552,  
     643  
 Cotner, Thomas E., 369  
 Courtis, Stuart A., 291  
 Craigie, W. A., 290  
 Crain, H. M., 644  
 Croft, Kenneth, 646  
 Cultural centers abroad, U. S.,  
     84  
 Culture, Analysis of, 352, 353,  
     725  
 Curci, E. H. K., 434  
 Curie, Eve, 706  
 Dale, Edgar, 18  
 Danish students, Materials for,  
     385-391  
 Davis, A. L., 275, 645-646  
 Davison, Ivy, 94  
 Del Real Alonso, Abelardo, 553  
 De Maar, Dr. H. G., 394, 464  
 Denmark, English in, 193  
 Dialects, 28, 30, 71  
 Diamond, L. K., 270  
 Dictation, 158  
 Dictionaries, 125, 281-295, 723  
 Dieth, E., 435  
 Dimmick, R. E. I., 520, 536, 568  
 Direct method, 129, 131, 143,  
     146, 303, 306  
 Divry, G. C., 461  
 Dixson, Robert J., 554, 639,  
     647-652, 659, 701, 707-710  
 Dogliotti-Frati, G., 466  
 Dormanns, A., 436  
 Downer, James W., 95  
 Drills, 123, 124, 192, 200, 236  
 Dubois, M. M., 424  
 Dunkel, Harold B., 296, 301  
 Dunsany, E., 437  
 Dutch students, Materials for,  
     392-413  
 Dykstra, Gerald, 96  
 Eaton, Helen S., 19  
 Eckersley, C. E., 395, 493-494,  
     511, 555, 628, 653-655  
 Eiding, G., 611-612  
 Egypt, English in, 83  
 Ekholm, 419  
 Elementary school, 40, 55, 67  
     68, 720  
 Elfstrand, D., 613  
 Elias, Alfredo, 556  
 Ellington, Mildred, 323  
 Elliott, A. V. P., 98, 656  
 Elliott, Gertrude, 287  
 Elliott, Patricia, 545  
 Emmons, Margaret L., 47  
 Endicott, James G., 289  
 English language, 1-38  
 English language, history of,  
     33, 34  
 English language courses for  
     foreign students, 358  
 English Language Institute,  
     University of Michigan, 1, 2,  
     13, 20, 51, 62, 63, 80-82, 85,  
     96, 107, 161, 162, 230, 246,  
     258, 267, 269, 278, 279, 382,  
     472, 560-562  
English Language Teaching, 245

- Erades, P. A., 5  
 Errors, causes of, 160  
 Ethiopian students, Materials for, 414  
 Exercises, (see Drills; Pattern practice)  
 Faden, M. A., 614  
 Fallacies, 111  
 Farias de la Garza, Carlos, 559  
 Faucet, L., 21, 660  
 Faure, G., 427  
 Fearenside, C. S., 610  
 Feigenbaum, Lawrence H., 102  
 Fernández Cuervo, Berta, 558  
 Ferraris, G. M., 438  
 Ferreira, P. Julio Albino, 521  
 Fife, Robert Herndon, 48, 302  
 Finnish students, Materials for, 415-419  
 Finocchiaro, Mary, 103, 569, 722  
 Fisher, E. C., 644  
 Fisher, Isobel Yealy, 659  
 Flood, W. E., 104, 105, 285, 711  
 Foreign language teaching, 296-323  
 Foreign students, Census, 348, 349  
 "Foreign students," Materials for; Language, 629-703; Readers, 704-718  
 Frauchiger, S., 435  
 Frémont, Isabelle, 486  
 French, F. G., 49, 50, 486, 660  
 French, Virginia, 106 (see also Allen, Virginia French)  
 French Review, 316  
 French-speaking students, Materials for, 420-429  
 Frenkiel, Z., 512  
 Frerichs, Wilhelm, 439  
 Frías, Carlos V., 598-599  
 Fries, Charles C., 1, 2, 20, 51, 107, 108, 382, 472, 560-562, 661  
 Frits-Hansen, O., 386  
 Frisby, A. W., 483  
 Frondizi, R. A., 563, 586  
 Fujita, Taki, 477  
 Fuller, Grace Hadley, 723  
 Functional approach, 150, 151  
 Gabe, W., 440  
 Gabrielson, A., 613  
 Games, 78  
 Gaskin, E. A. L., 662  
 Gatenby, E. V., 52, 109-115, 281, 288, 626, 718  
 Gauntlett, J. O., 53  
 Gerhard, Robert H., 473  
 German-speaking students, Materials for, 430-458  
 German Quarterly, 317  
 Germany, English in, 118  
 Gibian, George, 116  
 Gibson, C. M., 221, 693  
 Gleave, E. T., 380  
 Gold Coast, English in, 219  
 Gomes Mattus, Hector, 564  
 Gouin, François, 303  
 Gourville, H. D. de, 46, 565-566  
 Gourville, J. J. D. de, 565  
 Gow, Mary Louise, 117  
 Grammar, Teaching, 96, 185, 233  
 Grammatical structure, 1-6, 413  
 Grammatical terminology, 138, 148  
 Gramophone, 225  
 Greece, English in, 97  
 Greek students, Materials for, 459-461



- Greek teachers, 45  
 Greybe, J. H., 373  
 Griassom, John W., 369  
 Gurrey, P., 39, 118-119  
 Haasz, E. S., 462  
 Habbema, Dr. D. M. E., 120  
 Hagboldt, Peter H., 304  
 Hagiwara, K., 474  
 Hahn, G., 444  
 Hakulinen, H., 418  
 Hall, Edward T., Jr., 352-353  
 Hall, Robert A., Jr., 327  
 Hall, Ruth B., 666  
 Hall, W., 397  
 Hambleton, J., 398  
 Hamilton, J., 567  
 Hamolsky, Sidney L., 663  
 Handler, Beulah, 443  
 Handschin, Charles H., 305  
 Hargreaves, Henry, 121  
 Harlee, Ella F., 664  
 Harris, Joel Chandler, 585  
 Harris, Zellig, 328  
 Haugen, Einar, 724, 730  
 Hayden, Rebecca E., 665  
 Helden, J. J. van, 399  
 Hellman, Florence S., 723  
 Henderson, Doris, 291  
 Henderson, Marion, 291  
 Henrién, P., 428  
 Herdin, N. E. G., 609  
 Heyenoort, J. A. G. van, 400  
 Hicks, David, 122-124, 496  
 Hill, Archibald A., 125  
 Hinkle, L. E., 666  
Hispania, 314  
 Holland, English in, 120  
 Hopper, S. H., 126-127  
 Hornby, A. S., 128-147, 197, 245, 281, 284, 288, 292, 379, 667-668  
 Horst, M., 444  
 Horwill, H. W., 29  
 Hoshino, Ai, 477  
 Hotchkiss, C. A., 568  
 Hotchkiss, Ann, 536  
 Huebener, Theodore, 569  
 Hungarian students, Materials for, 462  
 Ibiapina, Julio de Matos, 522-523  
IJAL, 335  
 Iloilo experiment, 313  
 Inamura, Matsuo, 474, 475  
 Indic students, Materials for, 463  
 Indonesian students, Materials for, 464, 466  
 Intelligibility, 89  
 Interest, 216  
 Intonation, 8, 9, 12, 13, 15, 16, 154-156  
 Irwin, Mary, 355  
 Israel, English in, 101  
 Ishiki, Masako, 477  
 Italian students, Materials for, 466-470  
 Jacques, Agnes, 320  
 Jago, I. E., 216  
 Japanese students, Materials for, 471-477  
 Jason, L., 644  
 Jenkel, F., 440, 445  
 Jensen, Arthur M., 387  
 Jespersen, Otto, 3, 4, 306, 399  
 Jewett, Arno, 250  
 Jewish students, Materials for, 478-480  
 Johannessen, E. K., 500  
 Johnston, Marjorie C., 250, 307  
 Jones, Daniel, 7, 8, 9, 197, 669

- Jonghi, Mrs. 572  
 Jongema, P. A., 401  
 Jónsson, Emil L., 391  
 Joss, Martin, 624  
 Journals, English description,  
     35, English teaching, 245, 246;  
     Foreign language, 314-318;  
     Linguistics, 335-338; Inter-  
     national study, 368  
 Judd, J. O., 670  
 Jursema, J. M. C., 402  
 Karam, Bahia, 380  
 Kasuya, Yoshi, 477  
 Kaufmann, W., 654-655  
 Keller, Helen, 712  
 Kelly, Brian, 148  
 Kennedy, Arthur G., 36, 37  
 Kense, J. C., 401  
 Kenst, D. B. J., 149  
 Kenyon, John S., 10, 11  
 Keuken, G. J. van der, 403  
 Khaki, Ahmad, 380  
 Kiddle, Lawrence B., 263  
 Kiell, Norman, 357  
 King, A. H., 150-151, 615  
 King, Clara B., 43, 321, 322  
 King, Harold V., 573  
 Kingdom, Roger, 12, 152-158  
 Kitchin, A. Aileen Traver, 20,  
     159, 714, 722  
 Kittscher, Dr. Hermann, 446  
 Knap, Carl, 497  
 Knapp, Frank A., Jr., 369  
 Knott, Thomas A., 11  
 Korean students, Materials  
     for, 481  
 Krog, Fritz, 447  
 Kruisinga, E., 5  
 Kuiper, K. E., 404  
 Kumar, S., 463  
 Kurath, Hans, 30  
 "I", English to Spanish, 229  
 Lado, Robert, 160-163, 203,  
     258, 264-269; 277-279, 358  
 Lamar, R., 423  
 Lambert, Richard D., 345  
 Lamberts, Jack, 164  
 Landry, Lionel, 574  
 Language, 336  
 Language and linguistics, 324-  
     343, 725, 727  
 Language Learning, 246  
 Large classes, 241  
 Larson, Mildred H., 548  
 Latin America, English in, 207  
 Latvian students, Materials  
     for, 482  
 Laubach, Frank C., 671  
 Laycock, G. K., 616  
 Leavitt, L. W., 54, 166, 672  
 Lenz, Harold L., 673  
 Leonard, Sterling A., 31  
 Leopold, Werner, 167  
 Lewis, I. S., 600  
 Lewy, E., 674  
 Libis, J., 448  
 Liedloff, E., 449  
 Lindquist, E. F., 259  
 Linguistic analysis, 324, 328,  
     330  
 Livraghi, Maria Vittoria, 468  
 Lockwood, Erika, 168  
 Lockwood, W. B., 168  
 Löffgren, R., 617-618  
 Long, Ralph B., 6  
 Loomis, Charles P., 359  
 Lopez Mendoza, Victor, 575  
 Lorge, Irving, 22, 26, 270  
 Lower, Maude Clendening, 641  
 Luard, D. I., 383



- [Lucky], G. S. N., 627  
 Lugo, Mrs. Janet de, 346  
 Lukoff, Fred, 481  
 Lumsden, Audrey, 169  
 Lundgren, R., 170  
 MacCallum, T. W., 513  
 MacCarthy, P. A. D., 171-173, 675  
 Machuca, Belén, 174  
 Mackey, W. F., 175-178, 656  
 Madeleine, Sister Mary, 179  
 Malayan students, Materials for, 483-485  
 Manuel, Herschel T., 48, 271-272, 260  
 Marckwardt, Albert H., 32, 34, 571  
 Marín Aguilú, Juan, 576  
 Marm, I., 494  
 Martin, R. A., 180  
 Mason, Josephine D., 713  
 Mauritius students, Materials for, 486  
 Mawson, C. O. Sylvester, 293  
 McEaddy, C. M. Q., 603  
 McGillivray, James H., 577, 676, 703  
 McLeod, N. N., 630  
 Meen, G., 498  
 Meier, H., 677-679  
 Melo, Samuel, 578  
 Meredith, G. Patrick, 181  
 Mertens, Pe. Leopold, 524  
 Method, 175  
 Mexico, English in, 117  
 Miallon, Georges, 429  
 Michalski, Charles, 183  
 Midgaard, J., 489, 490  
 Miller, C., 680  
 Mitchell, Jean F., 539  
 Modern Foreign Language Study, 300, 302  
 Modern Language Journal, 318  
 Modification patterns, English for Chinese, 212  
 Monks, B. J. M., 383  
 Morgan, A. E., 184  
 Morris, I., 56, 185-188, 478  
 Morris, R., 478  
 Moulton, William G., 189  
 Moura, Luciano César de, 525  
 Munters, C. J., 405-407  
 Murray, Elena Picasso de, 579  
 Murray, Sir James A. H., 290  
 Murray, Paul V., 579  
 Nannetti, Dr. Guillermo, 346  
 Native language, Importance of, 203  
 Native language, use of, 76  
 Neal, Hoe W., 361  
 Nelson, Elmira, 323  
 Nessel, K., 497, 499  
 Nida, Eugene A., 329  
 Nielsen, A. W., 504-506  
 Nielson, Chr., 386  
 Noblia de Lopez Arias, Haydee, 580  
 Noguetra, Amélia Kerr, 526  
 Noonan, James A., 178, 656  
 Norris, H., 500  
 Norway, English in, 191  
 Norwegian students, Materials for, 487-509  
 Nunn, Marshall E., 23  
 O'Brien, Gertrude E., 713  
 Ockenden, R. E., 190, 191  
 O'Connor, J. D., 192  
 Ogden, C. K., 57, 286  
 Olckers, P. J., 373  
 Olsen, Lektor K. V., 193

- "One" as a prop word, 242  
Onions, C. T., 290  
Orientation, 344-371  
Osgood, Charles E., 332  
Otto, Henry J., 40  
Padron, Bernardino, 558  
Paez B., Ramiro, 194, 581  
Paiva Boleo, Manuel de, 343  
Palacios Hurtado, Luis, 582  
Palmer, H. E., 21, 58-60, 195,  
196, 197, 308, 309, 681-685  
Pampango speakers, English  
question pattern, 206  
Parker, William R., 310  
Parnwell, E. C., 284, 292, 660  
Pattern practice, 81, 85, 162  
Pattison, Bruce, 198  
Paulowsky, L. H., 450  
Peffer, Ellen R., 583  
Percival, W., 674  
Persian, 92  
Petsch, R., 451  
Pfleffer, G., 686  
Pfleffer, L., 686  
Philippine students, Materials  
for, 510  
Phonemics, 330  
Phonetics, (see Pronunciation)  
Piedra, Harry T., 550  
Pierce, Stephen, 527  
Pike, Eunice V., 199  
Pike, Kenneth L., 13, 330, 331,  
725  
Pittman, G. A., 200, 201, 658  
Poetry, 170  
Pogina, V., 482  
Pogina-Eiche, A., 482  
Polish students, Materials for,  
511-513  
Polzer, A., 452  
Pop, Sever, 339  
Portugal, English in, 190  
Portuguese speaking students,  
Materials for, 514-537  
Potter, Siméon, 687  
Prator, Clifford H., Jr., 61, 536,  
585, 688  
Principles, 73  
Privitera, J. F., 536  
Pronunciation, Description of  
English, 7, 8, 9, 10, 11, 14,  
15, 16  
Pronunciation, English to  
Spanish, 231  
Pronunciation, Teaching, 75,  
79, 91, 171, 172, 183, 230  
Pronunciation difficulties, 211,  
223  
Psycholinguistics, 332  
Puerto Ricans in New York,  
102, 103  
Puerto Rico, English in, 174,  
177, 205, 272  
Question patterns, English, 206  
Quinault, R. J., 202  
Quiros, Aurora M., 665, 689  
Qvamme, B., 509  
"r" in English and Chinese, 209  
"r", English to Spanish, 163  
Radio, English by, 202, 214  
Rankin, D. L., 381  
Rantavaara, I. I., 418  
Raufet, R. F., 586  
Rauscher, Dorothy, 536  
Reading, 137, 174  
Reading aloud, 87, 235  
Recording, 74, 719  
Redman, H. V., 60  
Reed, David W., 203  
Reed, Mary, 287  
Regelson, A., 479  
Reid, Seerley, 370, 371



- Reimers, H., 458  
 Reindorp, Reginald, C., 251, 587  
 Reis, Otelo, 528  
 Reith, Louise, 588  
 Relative pronouns, 243  
 Reuter, O., 419, 618  
 Reynolds, Florence E., 249  
 Richards, I. A., 221, 690-693  
 Rijnke, P. J., 408  
 Rindal, R., 497  
 Rinsland, Henry D., 24  
 Rivas, Daniel J., 260  
 Rojas, Pauline M., 204, 208, 562, 589, 590, 661  
 Roose, P., 409  
 Rosentius, , 419  
 Rossi, P. Carlo, 591  
 Rotunda, P., 592  
 Russell, Jane M., 247  
 Sanchez, George I., 40, 251  
 Santos, Maria Q., 206  
 Sanz, Robert B., 694  
 Sapir, Edward, 333  
 Sarauw, Chr., 389  
 Sarmiento, E., 565  
 Saussure, 133  
 Savalano, Geraldine Farr, 207  
 Scharringa, H., 464  
 Schenkler, Max, 632  
 Scholarships, 346, 362, 367, 726  
 Schmidt, Isabel Junqueira, 529  
 Schmidt, Maria Junqueira, 530  
 Schorske, George, 531  
 Schröder, M. M. A., 453  
 Schröter, F. W., 441  
 Schueler, Herbert, 208, 673  
 Schuler, Edgar A., 359  
 Scragg, J., 372  
 Seashore, Robert H., 25  
 Sebeck, Thomas A., 332  
 Secondary school, 194  
 Selected Articles from Language Learning, 63  
 Semantic word lists, (See Vocabulary, Semantic word lists)  
 Sentence patterns, 139, 140, 141, 142, 195, 227  
 Serpa, Oswaldo, 528, 532, 533  
 Serrano M., Arturo, 596  
 Shaw, O., 534, 535  
 Shen, Yao, 208, 209-213, 382  
SIL, 337  
 Silva, Machado da, 533  
 Simko, J., 214  
 Simonson, A., 480  
 Simplification, Text, 222, 234  
 Siquier, L., 593  
 Sirevaag, Tonnes, 191  
 Situation approach, 143, 146  
 Siverig, T., 501  
 Skills, 126, 127  
 Slaatto, E., 497, 499  
 Slang, 164  
 Smith, M., 592  
 Sohr, R., 503  
 Sommersten, K., 502  
 Sondellus, U., 612, 619  
 Sraas, H., 503-506  
 Sorensen, B., 509  
 Sorzano Jorin, Leonardo, 64, 594, 595  
 Spain, English in, 165, 169  
 Spanish, 23  
 Spanish-speaking students, Materials for, 538-502  
 Speech making as teaching technique, 80  
 Spencer, D. H., 215, 216  
 Spijker, N., 410, 411  
 Stabell, W. W., 507, 508

- Stander, M., 374, 375  
 Staubach, Charles N., 596  
 Stevens, Thomas Kwa, 631  
 Stevick, Earl W., 217  
 Stoakes, James Paul, 597  
 Stamps, Dr. G., 397  
 Starnfield, H. D., 218  
 Strehlnsek, Olga, 520  
 Stress, 154, 157  
 Strevens, Peter, 219  
Structural Notes and Corpus,  
     65  
 Strumpen-Darrie, Robert, 542  
 Subotic, D. P., 628  
 Substitution tables, 139-142,  
     173  
 Survey of materials, 161  
 Svartengren, Dr. T. H., 220  
 Swan, H., 303  
 Swann, K. J., 695  
 Sweden, English in, 220  
 Swedish students, Materials for,  
     603-619  
 Sweet, Henry, 311  
 Taba, Hilda, 365  
 Tabak, Marvin, 715  
 Taillon, Leopold, 66  
 Takezawa, K., 474  
 Talbot, Winthrop, 254  
 Tanabe, Hisako, 477  
 Taylor, Rees, 390  
 Teacher training, 112, 119, 198,  
     204  
 Teaching English as a foreign  
     language, Books and Pam-  
     phlets, 39-70. Articles, 71-  
     244. Journals, 245, 246.  
     Bibliographies, 247-256, 721  
 Tests, 275-280  
 Tests and testing, Description  
     and discussion of, 257-274  
 Thai students, Materials for,  
     620-623  
 Tharp, J. B., 299, 312, 323  
 Thomas, Charles K., 14  
 Thorndike, E. L., 21, 26  
 Tibbitts, E. L., 223, 696  
 Tireman, Loyd S., 68  
 Tone languages, 331  
 Torlasco, Raul, 598, 599  
 Towsey, Alan, 224  
 Trager, George L., 15, 324,  
     352, 353  
 Translation, against, 88, 213  
 Traver, A. Aileen, (see Kitchin,  
     A. Aileen Traver)  
 Travis, J. E., 225, 226  
 Translation, For, 114  
 Translation, Linguistic, 334  
 Treyer, F., 454  
 Trotter, P. C., 227-228  
 Turkey, English in, 110  
 Turkish students, Materials  
     for, 624-626  
 Tutors, 244  
 Ukranian students, Materials  
     for, 627  
 Usage, English, 28-32  
 U. S. Office of Education, 47  
 Valpolini, M. L., 469, 470  
 Van Niekerk, J. I. R., 697  
 Van Scroy, Herbert A., 23  
 Van Tromp, C. D., 697  
 Vasconcellos, Nuno Smith de,  
     537  
 Vasquez, Beatriz, 558  
 Vaughn, J. H., 600  
 Vechtman-Veth, A. E. C., 412  
 Verb, English, 152, 153, 228  
 Villareal, Jesse J., 261  
 Vincent, T. C. L., 716



- Visual aids, 85, 113, 115, 149, 180, 181, 217, 370, 371
- Vocabulary, 17-27
- Vocabulary, Bibliography, 18
- Vocabulary, elementary school, 24, 25
- Vocabulary, English and German, 168
- Vocabulary, Semantic word lists, 19, 22, 27
- Vocabulary, size of, 25
- Vocabulary, Technical, 17, 104, 105
- Vocabulary control, 147, 186-188, 237-240
- Vocabulary problem, English for Chinese student, 93
- Vocabulary selection, (see Vocabulary control).
- Vulliamy, B. L., 221, 698
- Wakefield, H., 281, 288
- Walgarth, 451
- Wallace, Betty Jane, 229, 230, 601
- Walpole, Ellen W., 287
- Walpole, Hugh, 699
- Ward, H. B., 391
- Ward, Ida C., 16
- Watters, Garnette, 291
- Wear, G. F., 381
- Weinreich, Uriel, 727
- Welmers, William E., 69
- West, M. P., 21, 27, 104, 105, 232-241, 273, 285, 289, 380, 700, 717
- Whipple, Caroline A., 70
- Whitford, H. C., 701
- Whyte, John, 455
- Wilder, Thornton, 585
- Wilkins, Theresa B., 362
- Williams, Gerald E., 466
- Williams, Richard, 323
- Witham, W. Tasker, 456
- Wolff, Hans, 231
- Wood, Frederick T., 242, 243
- Wootson, William C., 632
- Word, 338
- Word families, 136
- Word lists, 17, 19, 20-24, 26, 27
- Workers, English for, 221
- Wright, Audrey L., 602, 702, 703
- Wright, Stephen, 414
- Wright, U., 592
- Wyatt, T. S., 274
- Wyeman, Stanley, 718
- Wykeham, R., 457
- Yang, Ching-Kun, 360
- Yang, Ching-Mai, 384
- Yeaton, Robert, 244
- Yugoslav students, Materials for, 628
- Zandvoort, R. W., 413
- Zeidler, K., 458
- Zilwa, G. de, 402